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ABSTRACT

Theory underlying marketing in the public sector is presented in combination with specific examples of marketing strategies and techniques used in college unions and student activities programs across the country. The subject of marketing is discussed under six major subject headings: (1) why marketing? (2) analyzing marketing opportunities; (3) planning the marketing mix; (4) developing a marketing program; (5) evaluation of the marketing program; and (6) putting it all together. The latter section includes a review of the step-by-step method for marketing the college union as well as the marketing applications and profiles of marketing programs at four diverse institutions: Dallas State University, Jenkins College in Virginia, University of Wisconsin at Madison, and Stanford University in California. Among the topics discussed are consumer analysis, pricing, market targeting and forecasting, research, conducting marketing audits, and the development and execution of a marketing program evaluation. Contains an index and glossary. (GLR)

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Ted Hoef
Nanci Howe

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Marketing
the College Union

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This publication is dedicated to
Ted F. Hoef Sr. 1910-1983
who died during the time
we were writing this publication

Jack Sturgell
long-time union director
at the University of Delaware
and the early inspiration
for Nanci Howe

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Preface

Marketing has become a hot topic in the '80s for college union and student activities professionals. It has been discussed at conferences and written about in periodicals. Some unions have hired staff to bring marketing to their campuses. Union and student activities staff are calling and visiting colleagues, attending seminars, and reading articles in search of a clearer understanding about how marketing can help their institutions.

One day in the spring of 1983, we discussed over lunch how many of our colleagues were interested in learning more about marketing. We were thankful to be employed at an institution that had committed to marketing before many others had even considered it. We can't remember who had the idea first, but before we finished lunch, we had decided to put together a proposal to write a book on marketing the college union for ACU-I.

We both enjoyed writing and marketing, so we were excited when ACU-I expressed interest in our proposed publication. We wrote a first draft of a chapter, developed an outline, and presented this to the chair of the Publications Committee in the summer of 1983. The agreement was to finish the publication so that it could be sold to the membership by the next annual conference.

Well, that was just the first of the deadlines we missed. Along the way there was a wedding, a new child, renovations in the union, and job changes, all serving to slow us down. With the patience of the ACU-I office, and the perseverance of key figures like Alan Kirby and Dave Johnson, the publication is finally finished.

Our intent was to write a publication that would combine a theoretical understanding of marketing in the public sector while incorporating many specific examples of marketing strategies and techniques used in college unions and student activities programs across the country. To that end we have included copies of ads, brochures, surveys, job descriptions, and other materials that could be borrowed and adapted to other institutions. We have included as many successful marketing programs as possible.

For the bulk of Chapters 2–5, we relied heavily on an excellent text by Philip Kotler, *Marketing for Nonprofit Organizations*. This formed the foundation for all of our marketing theory.

The publication is provided in a three-ring binder so that readers can take out sections and use them, or add marketing articles they find.

Finally, there are many people to acknowledge for their support and guidance. We thank the people who reviewed various portions of this book: Carol Griffin, Ann Hale, Tom Levitan, Mark Panatier, Michael Ramsey-Perez, Winston Shindell, and Paul Szczesiul. We couldn't have done it without them.

For the information included in Chapter 6, we thank Lyle Ward, Southern Illinois University at Edwardsville; Jay Boyar, Prince George's Community College; and Teri Venker, University of Wisconsin at Madison.

We must also thank Ellie Oppenheim, former director at Stanford University's Tresidder Union, for allowing us to devote great amounts of time to this project. Thanks also to Sandi Jones, Beth DeHoff, and Cathy Reisner at Burnham Hospital in Champaign for their encouragement.

Finally, Ted's wife, Gail, and Nanci's husband, Bob, and daughter, Alison, supported us with patience and love. To all these persons, we extend our gratitude and appreciation.

Chapter 1
Why Marketing?

> *Actually marketing is so basic that it is not just enough to have a strong sales department and to entrust marketing to it. Marketing is not only much broader than selling, it is not a specialized activity at all. It encompasses the entire business. It is the whole business seen from the point of view of its final result, from the customer's point of view. Concern and responsibility for marketing must therefore permeate all areas of the enterprise. (Drucker, 1986, pp. 38–39)*

This chapter provides a general orientation to marketing including:

- Why marketing is needed in unions and activities
- What marketing is
- Characteristics of marketing organizations

Section A: The whys and whats of marketing

On a survey of college union and student activities personnel, one respondent wrote: "Marketing program? We don't have one." Another one responded: "We have a tendency to coast along on traditions and repetition, but I foresee a need for a market program in the near future. If you detect just a little bitterness here, you are right. I have tried to get something going but have gone down in defeat . . . . I suppose I should give it one last try. In the meantime we muddle along."

A third responded more positively about his union's marketing program: "All individual departments work to support the overall union program and philosophy. Through this marketing program, the union has continued to be effective." Still, he found it difficult to measure the effectiveness of the marketing or promotional campaign, other than to say how successful the union was.

Where would your union or activities program fit into these descriptions? Does a marketing program exist? Has it been a goal, or has it been attempted haphazardly without much commitment or success? Is it a relatively well-established program? Is it effective? Perhaps you have an effective and dynamic marketing program, integrated into the organization's planning, understood and supported by staff and students and used to ensure that the organization remains a leader on campus, serving students, faculty, and staff with high quality programs and services. Wouldn't all union and activities professionals like to describe their program like the last example?

What does marketing mean for a college union or student activities program? The notion that union and activities programs enjoy a captive market is seductive. Programs and services are designed specifically for students; others are even discouraged from using or attending them. Most programs and services are conveniently located near targeted student populations and often have direct competition only from other programs or services located inconveniently off campus. Many programs and services are subsidized by student fees or university support monies so that they enjoy an attractive price advantage over off-campus services. With these significant advantages, why would a union program need a marketing program?

Nevertheless, unions and activities programs face competition from numerous sectors. Most obvious is competition from similar programs or services located on or off campus. A union's film program may compete with other programs on campus or film theaters in town. A union's food service may compete with conveniently located and reasonably priced services off campus or even an off-campus pizza operation that delivers on campus. Other competition is more discreet. Some "opportunities" may have more appeal to students than union programs or services. An attractive, new residential complex may have more appeal to students than a union. Students may prefer to spend social time off campus at a local bar rather than attend programs on campus. Programs and services also compete for a finite amount of student time. On weekends students may prefer to go home instead of attending an event on campus. Studies, jobs, and other commitments compete for precious student time.

Competition isn't the only factor affecting the use of services or programs. A service may not meet a student need. For example, barber shops and bowling lanes were both appealing options in the '60s, but on many campuses they've lost their student appeal. A service may have a poor image. It may not be available at a convenient time or in a convenient place. The price may be too high. Or students may simply be unaware of the offerings.

College campuses and the unions and activities programs that support them are diverse. Their marketing activities reflect this diversity. A survey of unions from various parts of the country showed few comprehensive marketing programs. In some unions the union director took an active leadership role in marketing. Some unions had a designated staff person responsible for the union's marketing efforts. Others placed responsibility for marketing within individual areas, and many others had a shared responsibility arrangement between individual departments and a designated staff person. Many survey respondents indicated a lack of sophistication, commitment, and understanding of how marketing can be useful in a non-profit, service-oriented environment such as a college union or student activities program.

Why should unions even consider developing or refining a marketing program? Undoubtedly, many unions are already successful, with varied programs and services and personnel who are already very busy and overworked. The following characteristics indicate a need for a marketing program:

1. The traits, needs, and desires of the population being served are changing.
2. The numbers of people being served are changing.
3. Programs and services are meeting increased competition on or off campus.
4. Financial resources on campus are diminishing, and competition for those resources is increasing.
5. The union has lost its corner on the market.
6. The administration increasingly scrutinizes programs and services. You can expect tough questions about your organization's mission, philosophy, effectiveness, and impact.
7. The union has been on campus a long time. Does its original mission still fit a changed campus environment? Is its mission clear?
8. The programs and services have been in existence for quite a while. The staff have been around a long time. Is there a sense of complacency?
9. There are so many ideas for new programs and services that it is difficult to determine priority.
10. The organization is trying to be everything to everyone.
11. Attendance at a program or use of a service is declining.
12. There are changes in the campus environment, student body, staff, or resources that create opportunities.

What is marketing?

Marketing is not sales (although sales is a small part of marketing). Erase any images of high-pressured car salespersons, piles of junk mail, and obtrusive commercials. Instead, concentrate on marketing as a process that can help staff and students make good, thoughtful decisions about campus programs and services. Consider marketing as a body of knowledge and a way of looking at situations, problems, and opportunities that will help you avoid bad decisions. Consider marketing as an important and comprehensive thought process that works best when integrated into all organizational levels and used regularly to make decisions.

Our definition of marketing is adapted from Philip Kotler (1982), a leading author on marketing the not-for-profit sector. Marketing is the process of analyzing, planning, implementing, and orchestrating programs designed to achieve organizational objectives and meet the needs and desires of specific target markets. This process is founded on the importance of designing an organization's offerings, be they products or services, in terms of specifically targeted market needs and desires, and on using effective planning, communication, and distribution to inform and motivate the desired audience to take action. In short, marketing involves the identification of needs and desires, the design of programs and services to meet these needs, the communications necessary to inform and motivate the campus community, and the ongoing evaluation of these efforts. It is not only oriented to the present, but also focused on what needs are predicted and how one can plan to seize opportunities as they become available. Done well, it focuses planners on the successes and failures of the present while stretching their thinking to future possibilities.

There is a distinction between the general marketing process used to make decisions and the types of marketing activities that staff on an individual campus choose to employ. A large union on an urban campus with many retail services will need a sophisticated array of marketing activities. A small union on a small, private, residential campus, with minimal retail services or programs may embrace a limited number of marketing activities. But both can employ the same planning and decision-making process for designing programs and services. Although both should have marketing-oriented staff and organization, they need not adopt the same scope of marketing process. This book explains the marketing process, a process that works for all organizations and provides a selection of marketing activities that may be useful but not inherently necessary on a particular campus. Although staff at a small or unique institution may be uninterested in adopting many of the marketing activities described, they should still find the explanation of the marketing process useful. Consider the marketing activities presented here as menu items to be selected from rather than as a rigid prescription for a successful union or program.

Section B: Characteristics of marketing organizations

The union as a responsive organization

Unions are first and foremost service oriented and, as such, should strive to be highly responsive. A responsive organization makes every effort to sense, serve, and satisfy its clients' needs and wants within its mission and resource constraints (Kotler, 1982). Responsiveness is the driving force for service-oriented organizations such as unions and student activities programs.

The ultimate goal is to create a truly responsive union or student activities organization. A union or student activities program should be totally client-oriented; its clients should drive the decisions about programs and services as well as how employees and volunteers should act toward its users. This notion of being client-centered need not imply that the union should be everything to everyone. Its mission needs to be clearly defined, distinctive, and enriching to the lives of its students and other publics.

A responsive union results in a high level of personal satisfaction among students and other users. Students will use the union not because it's "the only show in town" or the most conveniently located service, but because its programs and services meet their needs. They will report that the programs are exciting, involving, and of high quality. They will describe the union's food as good, the union as clean and attractive, and the staff as friendly, cheerful, and helpful.

Responsive organizations can be characterized along a continuum from casually responsive to fully responsive. A fully responsive organization accepts its customers as voting members and encourages them to participate actively in its affairs. It responds to the wishes of the organization's publics as expressed through their representatives. The organization exists solely to serve its clients. When these goals are fulfilled, its clients or members will be highly involved, enthusiastic, and satisfied. Not many unions or student activities programs fit into this highly involved model. It is most characteristic of churches, trade unions, and small-town democracies, although it may describe some of the Californian and Canadian student unions and associated student organizations where students determine fee allocations, set policies, and hire management staff.

More attractive to many unions is the model of a highly responsive organization. A highly responsive organization as described by Kotler (1982) has the following characteristics:

1. It encourages its clients to submit inquiries, complaints, suggestions, and opinions regularly.
2. It periodically studies the level of consumer satisfaction with its programs and services.
3. It regularly researches unmet needs and preferences for the purpose of discovering ways to improve its services.
4. It selects and trains people to be customer-minded.

Our survey of college unions showed that some unions are highly responsive. They incorporate a strong, ongoing marketing focus into their organization and regularly survey their clientele about a variety of issues. Ten percent of those institutions surveyed regularly employ surveys and 63 percent occasionally conduct surveys. At the University of Maryland, for example, the union employs a graduate assistant who regularly assesses usage patterns and satisfaction levels of selected services. Past surveys have examined the recreation center, bowling, and information desk. Likewise, Washington State University staff regularly study student opinions and satisfaction with the service, food quality, and general appearance of various campus food services.

Highly responsive organizations also actively encourage feedback from the users. A number have some sort of comment card or feedback system. At all California State Polytechnic University Union services, "Pass the Buck" pieces encourage users to provide feedback to the managers. Stanford's Tresidder Union has an extensive system to elicit comments on its services. Many services (food service, the store, information desk, etc.)

have installed comment boxes and have provided blank comment cards encouraging suggestions, complaints, and praise. The marketing coordinator reads responses weekly, addresses complaints, considers new ideas, and answers all comments by phone or by posting a written response in each service. This system of soliciting feedback isn't unusual; 55 percent of those institutions in our informal survey of unions indicated they occasionally use a suggestion box or other organized comment system.

Occasional point-of-service surveys are also disseminated in Tresidder. The pizza operation asks users about the quality of its pizza and about users' favorite toppings. The food services periodically distribute surveys printed as table tents, asking for general assessments of the quality of the service provided. Seventy percent of the institutions surveyed indicated they occasionally use point-of-service surveys to evaluate specific services. Tresidder food service managers occasionally work behind the counter to learn more about how the users view the services; the managers regularly conduct food tastings; and the marketing department occasionally conducts focus groups, where individuals are questioned broadly about programs and services.

Other organizations are casually responsive. These organizations (1) encourage their customers to submit inquiries, complaints, suggestions, and opinions; and (2) periodically study user satisfaction. A casually responsive organization, at one end of the continuum, serves primarily as a springboard to increasing user satisfaction. Assessments of user feedback and satisfaction create better feeling with the publics the organization serves and build a relationship between the served and those providing the service. Satisfaction begins with asking users their opinions and their level of satisfaction but will continue only when the organization listens and responds to what it hears.

Most unions surveyed exhibit characteristics of a casually responsive organization. They make periodic observations of their programs and services and survey their users. Some have formal assessment programs through use of suggestion boxes or regular program evaluations, but most do not regularly employ those techniques to encourage feedback. Only 13 percent regularly use some form of suggestion box system in their union. Others employ the more informal approaches of observation (47 percent) and the practice of personally surveying users (53 percent).

On the other hand, unresponsive organizations do not encourage inquiries, complaints, suggestions, and opinions. They do not measure user satisfaction and needs. They do not train staff to be customer-oriented. They are typically viewed as bureaucratic organizations where operations are routine, impersonal policies supersede personal judgment, employees' jobs are very specialized, and a rigid hierarchy of decision making exists. Bureaucratic organizations serve people only when the people's problems or needs fall into their jurisdiction. Questions of structure dominate questions of substance.

Few unions or student activities programs fall into this category, and when they do, they won't exist for long. But consider for a minute the possibility that individual union departments or programs may be unresponsive. A student government office may have a bureaucracy that rivals the post office. The campus bank may function more like a large commercial bank than a valued student service. An overall organization can be characterized as highly or casually responsive while its individual areas or functions fall below or above the overall rating.

An organization's level of responsiveness can be measured by identifying and assessing the union's various constituencies. It may be that some publics—freshmen, for example—are well-served, but others—alumni, older, returning students, and visitors—may not be. With a good sense of what various publics need, students and staff can address underserved groups and evaluate the satisfaction of those adequately served. Programs and services will be most successful when all critical publics are well-served. The following exercise may be useful in defining the publics of your own program:

1. What is the organization's overall mission?
2. Which publics are critical to the organization? Which are of secondary importance?
3. Rank the publics in order of importance.
4. How well are the various publics served? Where is additional attention needed?
5. How aware of the various publics are the staff and key decision-makers? Would additional training be helpful?

The union as an adaptive organization

Responsiveness, a worthy goal for any college program, suggests a client-oriented approach to programs and services. But responsiveness alone will not create a marketing orientation. Many programs and services have been responsive to a specific targeted population but have outlived their usefulness. Consider such past successes as barbershops, bowling, beer busts, afternoon teas, or batik tie-dying classes. Once popular nationwide, these programs now enjoy popularity on few campuses. Campus populations are in a state of flux. University goals may shift, the campus physical environment often changes, and technological advances occur. Marketing-oriented organizations continue to be responsive and effective by adapting to changing conditions. An adaptive organization has "systems in place for monitoring and interpreting important environmental changes and shows a readiness to revise its mission, objectives, strategies, organization, and systems" (Kotler, 1982, p.76). Organizations that strive to be adaptive incorporate strategic planning and marketing strategies as tools for systematic change.

Strategic planning is a process of developing and maintaining a fit between the organization's marketing opportunities and its mission, goals, and resources. Strategic planning assumes the environment is an organization's most rapidly changing factor. Strategic planning, an essential element in being adaptive, includes:

1. Carefully analyzing the present and anticipated future environment with an eye to identifying potential challenges and opportunities
2. Assessing the amount and scope of available resources
3. Formulating new goals for the upcoming period
4. Developing a realistic plan that makes the best use of available resources
5. Assessing the organizational structure and making appropriate changes
6. Improving the systems that support the structure

Closely linked to strategic planning is marketing strategy. Once an organization has made decisions about its best opportunities, it needs to develop a marketing strategy for offering the products and services that meet these opportunities. The marketing strategy is similar to a blueprint of a house. It is a well-thought-out program that ensures the "concept" is executed on a firm foundation with appropriate materials. Kotler describes marketing strategy as "the selection of a target market(s), the choice of a competitive position and the development of a marketing mix to reach and serve the chosen customer" (Kotler, 1982, p. 103). Like the collection of materials essential to a sturdy home, the marketing mix consists of a product or service, price, place, and promotion used by an organization to appeal to its target audiences and achieve its objectives.

The union as an entrepreneurial organization

The concept of an adaptive organization implies a willingness to assess the environment, predict future needs and wants of markets, and design products and services that will meet those challenges and opportunities. Although centered on analyzing an organization's surroundings, the process is passive because it is based on *reacting* to the environment and its markets. Organizations with a more integrated marketing orientation are highly motivated to alter products and services. They are entrepreneurial because they are "not only willing, but eager to change with the times" (Kotler, 1982, p. 113). Kotler says entrepreneurial organizations do not simply watch things happen or wonder what happened; they make things happen. They are characterized by high motivation, innovation, and the ability to identify new opportunities and create successful ventures.

Non-profit organizations are not typically known for their entrepreneurial orientation and are often viewed as lacking innovation. Often non-profit organizations fail to recognize their competition, view their services as necessary and not requiring justification, lack the financial and human resources to develop and test new ideas, and do not have entrepreneurial staff. Even though colleges are not known for entrepreneurial behavior, unions and student activities programs frequently are very entrepreneurial. Rarely does a union board, union staff, or activities board lack creativity. But ideas alone are not enough to ensure success. New ideas must be tested before implementation. The process for testing ideas includes:

1. Idea screening
2. Concept development
3. Concept testing
4. Developing a market strategy
5. Developing a business plan
6. Product development and refinement
7. Market testing
8. Implementation

Because this testing process can be involved, it may not be advisable for every program and service. A low-cost music program or the introduction of a new food service item won't necessarily require such scrutiny. It may be best to try the idea and see if it works. But what if the proposed activity is an expensive new music program presenting young virtuosos from around the world? Or a new line of computer products in the bookstore? Or a large contemporary concert program? These steps for systematically testing innovative ideas can save an organization substantial time, energy, and resources and help ensure eventual success.

A plan for action

Unions and student activities programs do many things well. They regularly collect campus demographic data, survey the use and desires of their clientele, evaluate their programs, solicit informal feedback from their users, encourage comments and suggestions through comment cards and point-of-service surveys, and regularly maintain data on sales, customer counts, and program participation. But for many union and student activities organizations, these efforts are only the beginning of a plan that ensures their efforts truly respond to the students they serve. The ongoing and continued success of these efforts rests on a well-integrated management philosophy and plan for marketing-oriented decision making. A successful action plan is a three-step process:

1. Focus attention on the market and seek ways to understand and measure it.
    - Measure current market demand.
    - Forecast future demand.

  - Target different market segments.
  - Analyze the users and understand the users' decision making.
2. Plan the market mix.
  - Determine the products and services to offer to the campus community.
  - Develop a competitive position in relation to other programs and services.
  - Determine price and price strategies.
  - Develop the distribution system for the programs and services.
  - Develop a sales force or system for offering programs and services.
  - Develop a plan for marketing communication that includes advertising, promotional events, sales promotions, publicity, public relations, and novelties.
3. Evaluate the success of the organization's efforts.

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Chapter 2
Analyzing Marketing Opportunities

Once the role of marketing in the college union is understood, the market must be analyzed. This process includes:

- Market measurement and forecasting
- Market segmentation and targeting
- Consumer analysis
- Positioning

With this information you can:

1. Determine the size of the market for various programs and services and forecast future demand. From this, you can predict customer counts and sales.
2. Develop ways to target programs, services, and promotions to specific subgroups of the population the union or student activities program serves. Develop ways to make current services and programs more attractive to users and potential users.
3. Develop strategies to understand how consumers make product decisions and how to identify consumer needs.

Section A: Market measurement and forecasting

This section will examine the following issues:

- How to define the market the union or campus activities program serves
- How to measure *current* market demand for the union's programs and services
- How to forecast *future* demand

The market is the set of actual and potential consumers of the union's offerings (Kotler, 1982). Consumers should not be viewed solely as purchasers. Money need not be exchanged to establish the consumer/marketer relationship. Students participating in free programs or sleeping in union lounges are consumers, too. Consumers are individuals, groups, or organizations needing products, programs, services, or space.

Figure 2A
Market Size

Population	Total campus	=	10,000
Interest	Like to bowl	=	2,000 (Potential market)
Access	Bowling average of 170 +	=	300
	Free on Wednesday nights	=	200
	Can afford $10 per week	=	150 (Available market)

The college union's *potential market* consists primarily of those who have some level of interest in the union's offerings. However, interest alone is not enough to define a market. Potential consumers must also be able to afford the union's offerings. The measure of affordability might be time, money, effort, or specific skills. In short, they must be willing and able to buy.

Market size is reduced further by access barriers. A student may be unable to take a leisure class on car repair because the student works when the class is offered. Other access barriers include transportation, physical abilities, knowledge, and skill levels. Thus the *available market* is the set of consumers who have interest, the ability to purchase or use, and access to a particular offering of the college union.

Figure 2A illustrates this point. The union's recreation center has a new bowling league on Wednesday nights. The potential market consists of those who like to bowl, can afford the $10 weekly fee, are free on Wednesday nights, and have a bowling average of at least 170.

As you can see, the potential market is a subset of the total population, and the available market is a subset of the potential market.

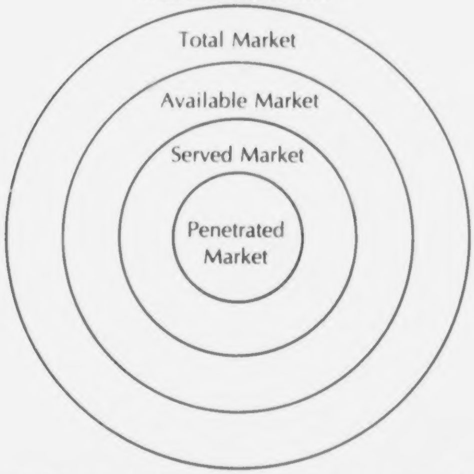
The union now has the choice of pursuing the entire available market or of concentrating on certain segments. We know that 150 students, faculty, and staff like to bowl, have the skills necessary, and have the time and money to bowl on Wednesday nights. However, because a faculty/staff league bowls on Thursdays, the recreation center decides to focus its attention on students. The student market, a further subset of the available market, is the *served market*.

The union selects the served market based on a set of criteria, including the attractiveness of the market segment, the strength of its needs, and its alliance to the union's mission. Attractiveness refers to attributes that might interest the union. For example, the recreation center might prefer to recuit freshmen for its bowling league because of their potential for being return customers for several years.

Finally, once the bowling league is advertised via a direct mail piece and phone calls, a specific number of students will sign up for the league. This is called the *penetrated market* and represents a percentage of the total served market. In this case, let's say the served market is 100 student bowlers. If 50 sign up, the league has a penetration of 50 percent.

Figure 2B illustrates the penetrated market which is a subset of the served market, which is a subset of the available market, which is a subset of the potential market, which in sum forms a subset of the total market.

Figure 2B
Market Definition



The penetrated market is a subset of the served market, which is a subset of the available market, which in turn, is a subset of the total market.

Understanding the various types of markets can be useful in planning. If the recreation center wants to increase the number of participants for its programs (its penetrated market), it can

- attempt to draw a larger percentage of its served market via increased advertising;
- expand the available market by lowering the price or offering the leagues at other times (e.g., during the day for commuting students); and
- attempt to increase the size of the potential market by selecting other forms of recreation (billiards or table tennis) which are more likely to attract participants.

Measuring current market demand

To budget and plan effectively, the college union needs to estimate the current market demand for its programs and services. The union staff should make four types of estimates: total market demand, area market demand, total market sales, and the union's market share.

Total market demand

The total market demand for a program or service is the total attendance or use by a defined consumer group in a defined time period in a defined marketing environment under a defined marketing program. Let's use the example of evening meals in the union's cafeteria. The total market demand equals the number of dinners that would be purchased by

- a defined group of consumers (i.e., graduate students and staff);
- in a defined time period (i.e., 4–7 p.m.);
- in a defined marketing environment (i.e., heavy competition from off-campus establishments);
- under a defined marketing program (i.e., discounted prices, heavily advertised).

To estimate demand accurately, the union staff must carefully define the situation as we have done in the cafeteria example. Total market demand is not a fixed number; it is a function of specified conditions such as timing, prices, competition, and advertising.

Once the situation is defined, you can use the chain ratio method to estimate demand. This involves multiplying a base number by a succession of percentages that lead to the defined set of consumers.

Examples

The market potential for student employees on campus has been estimated as follows:

Step 1. The total number of students on campus is 10,000.

Step 2. The number of eligible students is 7,500. (75 percent of the population signed up for at least nine hours: 10,000 × .75 = 7,500.)

Step 3. The number of interested and eligible students is 1,875. (Let's assume a survey tells us 25 percent of the eligible students are interested in part-time work: 7,500 × .25 = 1,875.)

Step 4. The resulting market potential is 1,406 students. (Let's assume the same survey tells us 75 percent of the interested and eligible students prefer to work on campus: 1,875 × .75 = 1,406.)

Let's say the union needs 200 student workers to staff its programs and services. That's about 14 percent of the total market demand. If it markets its employment opportunities well, it shouldn't have much trouble filling all vacancies.

In some cases, the union staff needs to estimate the total revenue that might be realized from a program or service. For example, XYZ University Center is considering opening a pizza parlor.

The total potential revenue can be estimated using this formula:

$$R = NQP$$

R = *total potential revenue for pizza*
N = *number of buyers in the pizza market who might buy under the given assumptions*
Q = *quantity purchased by an average consumer*
P = *price of an average unit*

We can estimate N to be 5,000 because a recent survey indicated 50 percent of the 10,000 who currently buy pizza off campus would stay on campus if a pizza parlor were opened in the university center.

We can estimate Q to be two per month based on data available from food service literature on national trends.

We can estimate P to be $7 based on national food service data, combined with what we know about local costs.

Therefore, R = 5,000 × 2 per month × $7 average check. This equals $70,000 per month.

Area market demand

The market demand for a program or service may vary geographically. Because most of the union's programs and services are designed for a small area—namely, the campus and local community—this will not be a major consideration, except in a few cases, such as cash food sales on campus and conferences using union rooms and catering. In these instances, the union has to decide on the geographical areas deserving the most attention. The union staff can estimate the area market potential by an area analysis of sales or a single factor index. In an *area analysis of sales*, you study the areas where current sales are coming from. For a *single factor index*, you pick a simple measurable factor that reflects the market potential of various areas. For example, areas of campus that have the most students in 11 a.m. classes would be the best places to locate lunch carts.

Total market sales and market shares

Besides measuring potential demand, the union should know the actual current total sales in its market. This means the union has to identify other organizations serving the same market and estimate each competitor's sales. For example, a union that has just started a pizza delivery service estimates its total annual campus sales in comparison to the competition:

Domino's	$500,000
Joe's Pizza	50,000
Union Pizza	25,000

The total market is $575,000, and the union's current share of the market is 4 percent. Union Pizza's sales, however, won't tell the whole story. If Union Pizza's sales increase 10 percent during the year while its competitors are increasing at a 20 percent rate, it is actually losing ground in its market. Union staff should pay attention, therefore, to how its programs and services compare to the competitions'.

Forecasting future market demand

Unions often undergo renovations, add new services, and drop others. The union staff must accurately forecast future market demand. Poor forecasting can be disastrous. Unused meeting rooms and empty bowling lanes may have been caused by inadequate forecasting.

Union staff can forecast future market demand by analyzing what potential consumers say, what they do now, and what they have done in the past.

1. What potential consumers say

Conduct buyer intention surveys by asking a random sample of potential consumers if they would purchase a specific item at the union if it were competitively priced. Use a five-point scale (1 = Never, 5 = Always) or a purchase probability scale like this:

.00	No chance
.10	Very slight possibility
.30	Slight possibility
.40	Some possibility
.50	Fairly good possibility
.70	Probably
.80	Very probably
1.00	Certain

According to several marketing consulting firms, about 20 percent of the people who say on a survey they will probably do something actually follow through and do it.

2. What potential consumers do

Use a test market. Select a small portion of campus (i.e., one residence hall), and try the product or service there. If this is difficult to do, it may be best just to roll it out and try it. If it requires large capital, bring in a private vendor to try the product or service in a temporary location. You can also ask your consumers how many times they are currently purchasing the product or service you are considering.

3. What potential consumers have done

You can use the following four components to estimate future sales based on past sales:

- trends (e.g., average annual sales increases of 5%). What has been happening in previous years?
- cycle (e.g., reduced conference business during a recession).
- season (e.g., higher coffee sales in winter). Times of year when usage fluctuates because of weather.
- erratic events (e.g., a strike by food service workers or a snowstorm in Texas).

Summary

The union staff must be able to measure accurately the current market and forecast future market demand to maintain organizational and fiscal health. During the planning for the expansion of a convenience store, Stanford University used the following process to determine if videocassette rentals on campus was a viable proposition.

First, we defined the market for videocassette rentals. We determined the potential market for videocassette rental by asking a random sample of the population (21,000 students, faculty, and staff) how likely they would be to rent videocassettes at the union *if* the rental price were competitive. From this data, we estimated the potential market for cassette rental at 10,000 cassettes per month.

The next step was measuring current market demand. We asked potential consumers how often they currently rent videocassettes off campus and found that 8,000 potential consumers currently rent cassettes off campus.

Forecasting the future demand for videocassette rental was the last step. Cross-tabulation of the responses to the two previous questions revealed that the union's expected market share would be 1,000 rentals per month. This number is a conservative estimate derived from those who currently rent cassettes *and* said they would certainly rent them at the union.

The union then had the information on which to base a decision about adding a videocassette rental operation. It also gained information about how much space to allocate, how much revenue could be expected, etc.

Section B: Market segmentation and targeting

This section will examine the following issues:

- Why target marketing
- How market segmentation can be useful on the college campus
- Strategies for target marketing

Most union mission statements stress serving the entire university community; most notably students, but also faculty, staff, alumni, and visitors. This mass marketing approach sounds good in a broad mission statement, but each service or program area of the union soon recognizes it cannot reach and appeal to everyone. If each service or program tries to be everything to everyone, no one will be fully satisfied. It is simply not possible to be all things to all people and do it well. A union that ignores this basic fact is not really focused on its consumers.

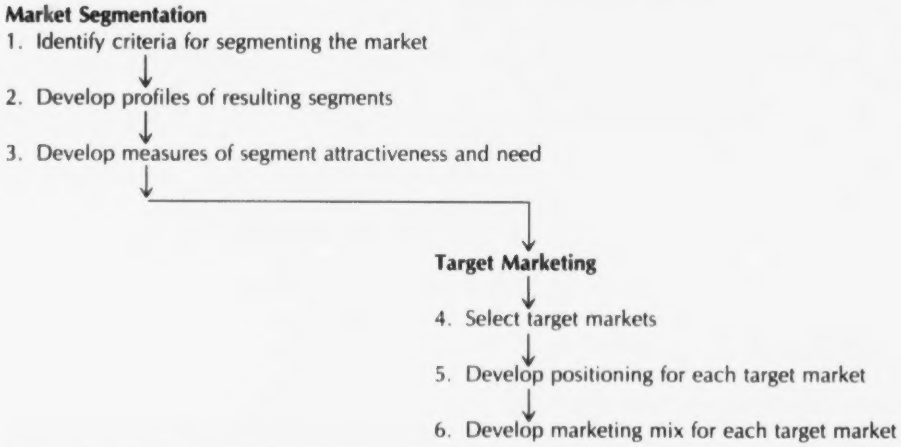
Consumers have such different needs that it is unfair and ineffective to lump them into one group. Each program or service area should identify the most attractive parts of the market it could effectively serve, with a trained eye on the needs of the campus community's various segments. This is called target marketing.

Target marketing is a strategy in which staff tailor offerings and market mixes to meet the needs of a specific target market segment (Kotler, 1982). For example, the waited-table restaurant in the union could develop a menu and service level designed to meet the needs of faculty, staff, and visitors for a quiet, high quality meal, free from the crowds and noise of the main cafeteria, albeit at a higher price. Some students may choose to eat there, but the main focus would be on faculty, staff, and visitors. The union's fast-food operation would be geared to students while the cafeteria would offer a variety of meals for that segment who eat on campus every day.

A benefit of target marketing is that each unit can better spot opportunities to serve segments whose needs are not being fully met. To continue with the food service example, graduate students may indicate a desire for vegetarian food. This may not seem like a large group if the food service unit is trying to serve the whole community, but if it focuses on graduate students, vegetarians may be a substantial percentage of the target market.

Another benefit is that finer adjustments can be made to the types of services or programs offered. The union staff can identify specific needs and develop appropriate responses. For example, bowling leagues

Figure 2C
Steps in Target Marketing


Market Segmentation
1. Identify criteria for segmenting the market
2. Develop profiles of resulting segments
3. Develop measures of segment attractiveness and need
Target Marketing
4. Select target markets
5. Develop positioning for each target market
6. Develop marketing mix for each target market

geared to faculty and staff can be shortened to two games per week and scheduled during lunch hours to meet their particular needs and time constraints.

As a third benefit, finer adjustments can be made to pricing, distribution, and the promotional mix. For example, coupons for pizza delivery could be placed under the doors in specific student residences; students could be offered better prices than the general public; lunch carts could be located in specific areas of the campus; and some programs could be offered in residences. To practice target marketing effectively, each union program or service area should first segment its market. Figure 2C illustrates the steps in target marketing.

Market segmentation involves dividing the entire market into distinct and meaningful groups that might merit separate programs and services or marketing mixes. The market can be segmented in a variety of ways based on geographic location, demographics, psychographics, or behavioristic concerns. The union should use the method of segmentation that reveals the most market opportunities and responsibilities.

The union may segment its market on the basis of geographic location. Students might be segmented by where they reside; staff and faculty might be segmented by where they work, live, or park their cars. The union may need to pay special attention to the variations in geographical needs and preferences. For example, off-campus students might need programs at different times than on-campus students. Or faculty and staff who work on the far side of campus may need a quick lunch but not have time to walk to the union.

The union may also segment its market on the basis of demographics, such as age, sex, class standing, financial need, major, employment status, race, or nationality. Consumer desires, preferences, and usage rates are also often closely associated with demographic variables. For example, students needing financial aid may be much more apt to apply for student jobs. Seniors will likely be in the market segment for the campus pub while freshmen may not because of higher drinking age laws.

Another form of segmentation, used less frequently by college unions, is based on psychographics. With this strategy, consumers are divided into groups on the basis of their social class, lifestyle, or personality characteristics. Unions probably will not care to differentiate on the basis of social class, and personality characteristics may be too difficult to identify; however, lifestyles are receiving more attention. Major corporations have used the VALS study prepared by SRI International in Menlo Park, Calif. (VALS is short for Values, Attitudes and Lifestyles, an applied research institute that's a small part of SRI International.) They believe they can identify lifestyles by interviewing people about their activities, interests, beliefs, and opinions, then clustering similar groups together. Each group is characterized by specific activities, interests, and preferences related to programs and services.

Behavioristic segmentation can also be used. Unions can segment the market based on frequency of use, benefits sought, purchase occasion, user status, and loyalty status. Segmenting on the basis of user status could result in segments such as non-users, potential users, first-time users, regular users, declining users, and former users. Consumers segmented on the basis of frequency can be described as light, medium, or heavy users. Consumers segmented by the benefits sought might list quality, economy, speed or convenience, service, best value for the money, or atmosphere as their top priority. The market can also be segmented on the basis of purchase occasion. For example, those using a coffeehouse may do so because they are hungry or thirsty, interested in meeting friends, or studying. They might be seeking entertainment or just wanting to relax between classes.

Loyalty status can also be used to segment a market; however, marketing experts feel this is not reliable because the traditional college-age population is more willing than the general population to try new things.

All of these methods of segmentation will not yield successful results for the union. The union must select the most meaningful method from a marketing point of view. To maximize their effectiveness, market segments should be:

1. Measurable. Can the segment be quantified?
2. Accessible. Can the segment be effectively reached and served?
3. Substantial. Is the segment large enough to be worth pursuing?
4. Relevant. How relevant are the needs of the market segment to the union's mission and goals?

After the union has segmented its market appropriately for each program and service area, it should select one of three broad marketing strategies: undifferentiated, differentiated, or concentrated marketing.

Undifferentiated marketing treats the market as one target, focusing on how consumer needs are alike, rather than how they are different. The products in this strategy have the broadest possible appeal and are promoted through mass advertising. For example, a film series might be designed for the whole market with one offering and one marketing mix in an attempt to attract as many people as possible. Such a film series might include all highly popular films, proven successful at the box office, and shown at 8 p.m. when most people could attend.

Using a differentiated marketing strategy, the union aims at all or several market segments with different programs or services for each segment. For example, the film committee might go after several market segments, developing a film series catering to the likes and time constraints of each segment. This strategy usually takes more effort and resources, but the resulting increase in usage and satisfaction may outweigh the costs.

A concentrated marketing strategy aims for one or a small number of segments rather than all or most segments. For example, the film committee might decide to appeal to only one segment and develop the ideal offering and marketing mix for that group (i.e., a science fiction film series scheduled between labs for engineering students).

Selecting a strategy

Sometimes it is obvious which strategy a union should select, but at other times the decision is more involved. Generally three factors determine the choice: the union's resources, market homogeneity, and competition.

Larger financial and marketing resources are needed for the undifferentiated and differentiated strategies because more resources are required to reach the total market rather than just a segment of it. Limited resources make the concentrated strategy the preferred choice.

Market homogeneity is the degree to which consumers have the same needs and wants. If consumers have diverse needs, differentiation or concentration are the better strategies. If the campus has students who are generally alike, the undifferentiated strategy is the one to employ.

If the competition is in a much stronger position than the union, it would be foolish to go head-to-head with the competitor. In this situation, a concentrated strategy focused on a market niche not served by the competition would be the best solution.

Summary

Target marketing helps the union identify market opportunities, develop more attractive programs and services, and determine appropriate marketing mixes.

The key to target marketing is the segmentation of the market into distinct and meaningful groups of consumers who might merit separate programs, services, or marketing mixes. Of the many ways to segment the market, the most useful for the union is probably segmentation on the basis of geographic location, demographics, or behavioral characteristics.

The effectiveness of segmentation depends on developing segments that are measurable, accessible, substantial, and relevant to the union's mission. The union must then choose a market selection strategy. It can ignore consumer differences (undifferentiated), or it can develop different programs, services, or marketing mixes for several segments (differentiated); or the union can go after only one or a few segments with one offering (concentrated).

This choice depends on the union's resources, homogeneity of the market, and competition the union faces in the market.

The following case study illustrates how the college union can use market segmentation and targeting.

Case study:
Marketing the union bakery

The State College union has had a bakery in its main dining area for 15 years. Over the past few years, sales and customer counts have decreased sharply. The longtime head baker, once very successful, failed to update his product line; thus, the union was offering '50s- and '60s-type baked goods to an '80s clientele. Upon the head baker's retirement, the union closely examined how it marketed the bakery operation.

The union staff began by studying consumer needs and wants in relation to the bakery. They found different segments of the campus community had very different needs and desires: undergraduate students were primarily interested in afternoon snacks; graduate students were interested in quick grab'n'go lunch items; faculty and staff wanted good coffee and traditional pastries; office managers wanted high quality cakes and pies for office parties and meetings. The union decided the new bakery management should develop offerings geared to each of these market segments. Because of the high number of untapped students, top priority was given to undergraduate and graduate segments.

The bakery introduced a new line of cookies and brownies for undergraduates. Croissant sandwiches and special salads were conveniently packaged in clear plastic boxes for graduate students on the go. High quality cakes and pies were added to the product line to appeal to office managers. They could order specialty cakes and regular items such as chocolate raspberry torte, carrot rum cake, and chocolate decadence. For faculty and staff, a higher quality coffee was made available. In addition, freshly squeezed orange juice was added to appeal to the health-conscious consumer.

Because the top priority was the student market, students—instead of the full-time staff—were hired to work behind the counter. A new student manager developed special promotions: the bakery distributed free cookies during student orientation; offered specials during heavy study periods such as midterms and finals; sent parents a mailer advertising a birthday cake delivery service; and held an open house with samples to promote the purchase of whole cakes and pies. Some cosmetic changes updated the bakery's look to make it consistent with the image of its products and services.

Later, studies measured the impact of the new marketing strategy. Initially the bakery lost some of its original customer base, but faculty and staff returned after they saw the improved quality. Significantly more students began using the bakery, especially in the afternoon, and graduate students liked the sandwiches, a situation that took pressure off the overcrowded cafeteria. Sales grew dramatically and orders for whole cakes and pies increased. Two years after the changes were implemented, the union was quite happy with the results of its differentiated marketing strategy. By designing different offerings for each of its target markets and promoting them appropriately, the union bakery increased sales and traffic and satisfied needs previously unmet on the campus.

Section C: Consumer analysis

This section will examine the following issues:

- Are consumer needs created or aroused?
- How do consumers gather and use information?
- How do consumers make purchase decisions?

Measuring market size isn't enough. Unions must understand how consumers—particularly students—think, feel, and act in relation to the union's mission on the campus. This is what is meant by a consumer (or marketing) orientation. The development, pricing, delivery, and promotion of programs and services is based on knowledge about the consumer. Consumers are the individuals or groups of students, faculty, staff, and visitors the union intends to serve.

To understand its consumers, the union must analyze how a consumer decides to use a union program or service. This five-step process includes needs arousal, information gathering, decision evaluation, decision execution, and post-decision assessment.

Needs arousal

The union must understand the needs of its consumers. Needs cannot be invented, but desire for a union service or program can be aroused. Therefore, the union should stimulate interest in its offerings (programs and services) that arouse needs and wants. Internal factors such as hunger, thirst, and boredom are the most basic and will create the strongest needs for food, beverages, and entertainment. External factors can be personal or non-personal. They may or may not be marketer controlled. Examples of external factors include needs for status and needs to get along with peers.

Information gathering

The union must understand consumers' need for information. How much information do they need to make a decision? A student looking for a spring break trip needs more information than a thirsty student looking for the nearest soda fountain.

The union also must understand its consumers' sources of information. Where do they get the information and how much influence do these sources have on the consumers' decisions?

Figure 2D defines four sources of information and illustrates their position on a continuum from high influence to low influence.

The effectiveness of these sources depends on the relative influence each has on the consumer, which is often determined by the source's credibility. The consumer perceives a source as credible if it is trustworthy, likable, or has expertise relevant to the program or serv-

Figure 2D
Sources of Information

High Influence
↑
- Personal, non-marketer controlled sources (friends)
- Personal, marketer controlled sources (residence hall representatives)
- Non-personal, non-marketer controlled sources (reviews)
- Non-personal, marketer controlled sources (ads, brochures)

↓
Low Influence

ice in question.

The union can use this knowledge of the consumer's information needs and sources to stimulate favorable word-of-mouth communications, typically the most influential information the consumer receives.

Decision evaluation

A consumer goes through several stages of evaluation before making a decision. Some consumers evaluate methodically, some instantaneously without conscious thought.

Consider a consumer deciding to get a pizza on a Wednesday night.

Total set of places where pizza can be bought
(20 pizza parlors)
The consumer does not consciously consider every place that sells pizza.

Awareness set
(10 pizza parlors)
The consumer has been influenced by word-of-mouth, paid advertising, traffic patterns, and personal experience, and has certain places in mind.

Consideration set
(5–7 places)
The consumer will seriously consider only a few places based on the mood she is in, the amount of time available, and how much she can spend.

Choice set
(Giordano's, Pizzeria Uno, Garcia's, Pizza Hut)
The consumer is interested in deep-dish pizza at a college-type place and narrows her choice to those meeting the criteria.

Decision set
(Garcia's)
Because our student consumer has a test in the morning, time is of the essence. She heads to Garcia's Pizza, the closest pizza parlor to campus.

The union can determine how consumers make choices by surveying a representative sample of consumers and asking them to do one or more of the following:

1. Rank a series of choices.
2. Choose between two options.
3. Rate how much they like each option on a numerical scale.
4. Rate the importance of various factors involved in the decision.

The consumer usually determines the choice set based on a function of brand perceptions, product attributes, and the level of satisfaction with differing levels of an attribute.

Decision execution

Consumers usually base their choices on their expectations and their perceptions of the union's ability to meet those expectations. The following factors can also play a role:

- Attitudes of others. "What will my parents think if I join a fraternity?"
- Anticipated situational analysis. "That film is very popular. I bet it's sold out!"
- Unanticipated situational analysis. "We got to the dance and nobody seemed to be dancing, so we left."
- Perceived risk. "I'm not going on the ski trip because I'm sure to break my leg."

Post-decision assessment

After the decision is made, the union must be concerned with the consumer's level of satisfaction and what action the consumer is likely to take as a result.

Post-purchase satisfaction is determined by the consumer's expectations of the program or service and how the consumer perceives the performance after the purchase. A student who buys a hamburger in the union expecting it to be hot and juicy will likely be dissatisfied if it is cold and dry.

The cognitive dissonance theory purports that almost every purchase leads to some dissatisfaction (Kotler, 1982). The key issues here are how much dissatisfaction results and what the consumer will do about it.

The consumer will likely take one of two possible actions after the purchase. If satisfied, the consumer will speak positively of the program or service and will probably make a repeat purchase or return to the union for more of what was purchased.

The unsatisfied consumer will probably speak poorly of the program or service and will seek to reduce the cognitive dissonance by complaining, asking for a refund, or going elsewhere the next time.

Because a dissatisfied consumer probably will tell more people about an unhappy experience than a satisfied consumer will tell about a positive experience, the union should pay special attention to dissatisfied consumers and respond to their complaints as quickly as possible. A negative experience, if handled properly, can become a positive one.

Many unions use a suggestion box or comment card system to deal with dissatisfied consumers. If you have such a system, respond to the comments on a timely basis or additional dissatisfaction will occur. More on comment card systems can be found in Chapter 5.

Summary

Some consumers will go through the decision-making process faster than others. Some may skip a few of the steps and others may do it in reverse order. Impulse consumers, for example, buy first and think about it later.

To summarize some of the issues in this section, let's look at how we might analyze the consumer decision-making process of a student looking to become involved on campus.

Case study:
Muffy gets involved

Muffy Smith is beginning her sophomore year. After spending most of her freshman year adapting to college and life away from home, she is ready to get more involved in the campus. She is looking for some social interaction, and because she wants to go into public service after graduation, she's interested in opportunities to develop human relations and leadership skills. Her interest is aroused when she sees all the student organization recruitment tables at fall registration. (Needs arousal)

Muffy then gathers information from friends (personal, non-marketer controlled source), organization representatives at the recruitment tables (personal, marketer controlled), and brochures (non-personal, marketer controlled sources).

Muffy quickly narrows the groups she is considering based on the information she has gathered. She further limits her choices by comparing what each group offers to what she wants from her involvement. (Decision evaluation)

Muffy chooses to join one of the union programming committees, specifically the Ideas and Issues Committee. (Decision execution)

A friend of hers who joined last year had a positive experience, and Muffy liked what she read in the union brochure about the opportunity to meet public figures like Ted Kennedy, Sandra Day O'Connor, and Tom Brokaw.

After attending a few committee meetings and her first program, Muffy is quite satisfied. She has made many new friends. She has discussed politics and the taste of Diet Pepsi with Geraldine Ferraro after a lecture sponsored by Muffy's committee. (Post-decision evaluation)

Over pizza Muffy tells her roommates of the positive experience she's had on the committee. She confides that she plans to apply for an officer's position in the spring. Two of Muffy's friends ask how they can get involved.

Section D: Positioning

This section will examine:

- When positioning is important
- How the college union can use positioning to its advantage
- What several marketing experts feel is the key to successful positioning

After selecting the target market and analyzing the set of consumers for each of its programs and services, the union needs to develop a competitive position vis-à-vis similar programs or services offered on and off campus.

Some of the union's programs and services may face no competition. If a program or service is the only show in town, the positioning concepts discussed in this section are unnecessary. Don't make the mistake, however, of assuming there is no competition. In today's environment almost all markets have competition.

Positioning is the process of developing and communicating the meaningful differences between the union's offerings and those of its competitors serving the same market. The key to positioning is to identify the major attributes the target market uses to choose among competing services and programs (Kotler, 1982). The union should position its programs and services toward a part of the market where the demand will meet the desired level of sales or attendance. The following example illustrates this point.

The union, responding to student interest, decides to open a hair salon. The union must choose from a variety of types of hair salons. It could be a male-oriented barbershop or a female-oriented beauty salon. It could be cheap or expensive. The new service must at least be able to cover the cost of overhead for its space. Thus, it must generate enough traffic to bring in sufficient revenues.

To achieve such traffic figures, the union positions the new salon as a conveniently located, contemporary, moderately priced hair salon for both men and women. Thus, the new service is positioned to achieve the desired level of sales.

Positioning has been interpreted and applied in so many ways that the term has almost become a cliché for just about anything related to marketing. Experts agree, however, that positioning is a fundamental requirement of sound marketing. Our interpretation of this concept is adapted from the work of Farris and Quelch (1983), Ries and Trout (1985), and Kotler (1982).

Perception, or how the customer views your "product," is important to the concept of positioning. No matter how good the program or service really is, the consumer's perception rules. The perception governs how the consumer reacts, even if the perception is distorted.

Consumer's perceptions are difficult to measure because of their complex nature. To do so, the union needs

- to recognize the multifaceted image of the union's programs and services and the images of its competitors;
- to express each facet in a way consumers, as decision makers, comprehend; and
- to measure customer reaction to each facet in a way that doesn't distort their perceptions.

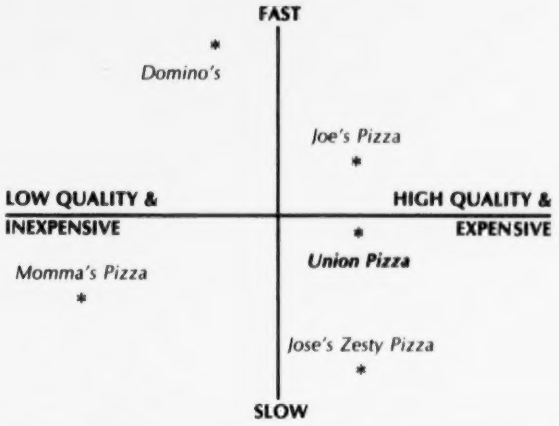
The union should identify the current position for each of its programs and services. Perceptual mapping is a way of diagnosing their current positions. To obtain a map of the consumers' perceptions, use focus group interviews to list the attributes of a program or service. Then ask a representative sample to rate the program or service and its competitors on each attribute. A computerized mapping program will then provide a perceptual map that might resemble the one in Figure 2E.

Assume the bulk of the union's target market wants good quality pizza fast. The map in Figure 2E indicates that the union needs to position its pizza operation as a faster, more reliable service while maintaining high quality. This will help distinguish its product from competitors' and improve the market share.

Perceptual mapping analysis may be difficult, but using the simple diagram can improve strategic management planning. The map can also be used to evaluate strategies. Before a strategy is implemented, make note of your position on the perceptual map. After implementation, ask your representative sample to once again rate each attribute. The new map will indicate either that your new position reflects the intention of your strategy or that you need to reposition your programs and services. In other words, the map will indicate whether your strategy has moved your position in the intended direction, to the place you want to be in your customers' minds. It may be time to shape a new image or create a new market niche for a union program or service.

A common example of union repositioning is the updating of old cafeterias. Many of these cafeterias were slow, served boring food, and lacked variety. A number have seen sales and customer counts slip over the past few years. Many unions have studied the needs and desires of their students, faculty, and staff and then repositioned their cafeterias. Some unions have developed food courts offering lighter options such as salad and fruit bars. Ethnic foods are also popular, including Mexican food stations, stir-fried foods made to order, and pasta bars.

Figure 2E
Perceptual Map



According to Farris and Quelch (1983), positioning ultimately determines the success or failure of programs and services in a competitive market. In devising a positioning strategy, the union must understand the marketable differentiation of the union's programs and services.

Marketable differentiation

Products, programs, and services can be divided into two broad classifications: innovative and imitative.

Innovative

Innovative products are easier to market than imitative ones. Innovative products are differentiated on the basis of technological advantages, superior performance, category innovations, and market segmentation.

Technologically innovative products have some feature that makes them unique. Polaroid cameras are a classic example. An example on campus would be the union having the only facility on campus capable of showing films.

Superior performing products have some characteristic or ingredient that causes them to outperform the competition. Perhaps the union has the best equipped meeting rooms or the newest billiard tables in the area.

Category innovations are the first products of their kind. Stove Top Stuffing is an example of a consumer product that was a category innovation. The union might have a category innovation if it is the first to serve frozen yogurt on campus.

Products that create a new segment within an established category are market segmentation types of innovative products. At the union, an example could be introduction of deep dish pizza when only thin crust pizza was available before.

Imitative

Imitative products are generally more difficult to market. Imitative products can be similar to existing products but with major alterations, similar with some modifications, or duplicated products and commodities.

A union film series that is the only one on campus to be shown in a hall with a Dolby sound system and sloped seating is an example of a similar product with a major new benefit.

Student jobs in the union that include some small perks would be an example of a similar product with a minor new benefit.

Duplicated products are usually sold on a price basis and are sometimes of inferior quality. An example of a duplicative product on campus might be a copy center in the union that offers copies at a lower price, but perhaps at a lower quality as well, than other competitors.

Domino's Sugar is an example of an imitative commodity. An imitative commodity is basically the same product or service as others on the market; it's just in a different place or package. All around campus you can find bulletin boards, restrooms, and telephones. These services are basically the same wherever they are found, whether they are in the union or in the library.

Consumers need a reason to choose from similar products, programs, and services. The key is to find a combination of issues that will result in a decision to purchase or use your product, program, or service.

Slogans and advertising help position some products. For example, "Don't Squeeze the Charmin" positioned this particular brand as the soft toilet tissue.

Advertising isn't the only way to communicate positioning. Brand names, public relations, package design, and word-of-mouth also can carry the basic idea.

The following examples show how these other areas of marketing play an important role in positioning union services and programs.

Name

If convenience is an important attribute, the name should communicate that (i.e., Campus Hair Salon or University Travel). Perhaps student-run is an important attribute, such as the union's convenience store, "The Student Store." At California State Polytechnic–Pomona, a new word processing service was named "PolyType" to communicate its versatility and campus appeal.

Word-of-mouth

If students are the primary audience, make sure they are heavily involved in the operation. If students are responsible for the success of the operation, the word-of-mouth advertising can be quite positive. Students serving students should be the theme.

Regis McKenna (1985) says the marketer should plan qualitatively and react swiftly to keep one step ahead of the competition. He suggests you look at the numbers when developing a positioning strategy but not be *ruled* by them. Apple Computer is one successful company that has followed this advice. Many of the big computer companies researched the market for personal computers and decided the numbers were insufficient to be successful. Apple went about it more intuitively, jumped into the market, and became very successful.

Ries and Trout (1985) suggest that successful marketing is found in the answers to these six questions:

1. What position do you own?
2. What position do you want to own?
3. Who do you have to fight to get it?
4. What resources do you have to use to get the desired position?
5. Can you stick with it?
6. Does your work match your position?

To illustrate the concept of positioning, let's explore some hypothetical problems involving college union programs and services.

Case study:
Leland University's Coffee House

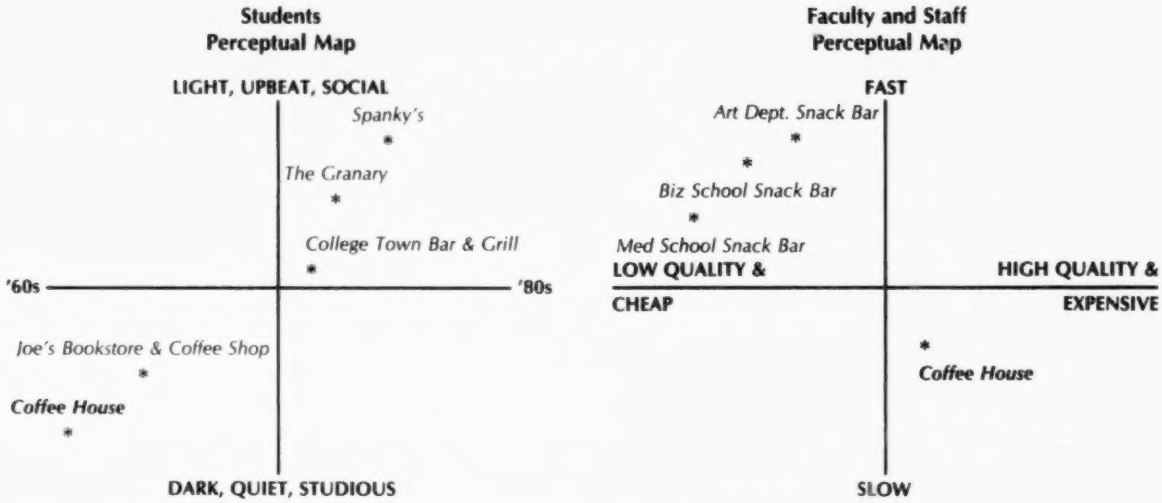
The Coffee House once held a very strong position on the Leland University campus. Students thought it was *the* place to relax and have a cup of coffee between classes. Faculty and staff flocked to it as a place where they could get a custom-made sandwich and beverage, usually wine or beer.

That was in the '60s and '70s. In the '80s, the coffeehouse concept began to lose popularity. Coffee demand dropped, especially in the undergraduate population. Lunch business declined as faculty and staff got tired of long lines for the same old sandwiches. Competition also increased as several academic departments in other parts of the campus opened small snack bars, offering faculty and staff a quick bite to eat without leaving the building. The Coffee House stopped being *the* place to be. Undergraduates saw it as a dark, gloomy place where only old graduate students wanted to hang out. Graduate students didn't like it very much either.

The perceptual maps for students, faculty, and staff show the position of the Coffee House as compared to other similar nearby operations.

Figure 2F illustrates how students, faculty and staff perceived the Coffee House. The Coffee House was

Figure 2F
Perceptions of Coffee House


Students Perceptual Map · **Faculty and Staff Perceptual Map**

positioned in the minds of students as a dark, quiet, studious, '60s kind of place. It was a good place to go when one wanted to study and get a cup of coffee or a soda, but that was a very small part of the market and did not translate into enough sales to support the operation. The bulk of the market wanted something more social, light, upbeat, and contemporary.

The Coffee House was positioned in the minds of faculty and staff as a place where one could get a pretty good sandwich at a higher price than most places around campus. It was also perceived as very slow. Other places on campus were positioned much stronger because they offered what the bulk of the market wanted: an inexpensive lunch in a short amount of time.

The union staff analyzed this information to develop a strategy for turning around the decline of the Coffee House. They devoted energy and resources to repositioning the Coffee House, focusing on parts of the market where demand would meet the desired level of usage and sales.

To position the Coffee House properly to its various market segments, the day had to be split into four parts. Union staff decided breakfast would be geared to staff and students; lunch would be geared to faculty, staff, and graduate students; afternoons would be geared to seniors and graduate students; and evenings would be geared primarily to undergraduates and some graduate students.

The Coffee House was positioned as *the* place on campus to get a great cup of coffee and piece of pastry for breakfast. Classical music was played on the sound system. This positioned the Coffee House favorably for those people looking for a relaxing environment and quality products. That market segment didn't care as much about price or convenience. Because price and convenience were two items the Coffee House could not control, it went after the market niche it had the best ability to serve.

For lunch, the Coffee House was positioned as a faster service by adding more serving stations. It improved its food quality and added a variety of foods that couldn't be purchased elsewhere on campus. The Coffee House's atmosphere during lunch improved. The Coffee House became *the* place to go when faculty, staff, and graduate students looked for a special place to go for lunch. The Coffee House could not compete on convenience or price, so the staff decided to go after a market niche not served elsewhere on campus.

For afternoons the Coffee House put together a line of unique snacks and beverages directed to seniors and graduate students. Beer with nachos and wine with cheese plates were popular. The Coffee House was positioned as a unique alternative again.

The Coffee House geared its evening entertainment primarily to undergraduate tastes and offered unique snacks and beverages. All items were chosen based on their ability to promote the Coffee House's social nature, so foods that could be shared became the mainstays. Beer, wine, and attractive non-alcoholic beverages were promoted. The Coffee House became positioned as the place to go for a good time on campus. It was much more convenient than going off campus for socializing and entertainment. Students began coming to the Coffee House in groups instead of sitting alone surrounded by books at a four-person table. Now students buy lots of snacks and beverages, whereas the students used to buy one cup of coffee every hour or so.

The success of the Coffee House was contingent on its repositioning in the minds of students, faculty, and staff. Positioning will not be as necessary in all situations, but where the competition is strong it can be the most important factor in the success or failure of the union's programs and services.

Summary

This chapter has covered market measurement and forecasting, market segmentation and targeting, consumer analysis, and positioning. An understanding of these concepts will enable union staff to identify and respond to the needs and desires of the various segments of the campus community.

The material presented in this chapter provides the foundation for planning the marketing mix. This next step in the marketing process will be covered in Chapter 3.

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Chapter 3
Planning the Marketing Mix

This chapter addresses the following issues:

- Developing products, programs, and services geared to the needs of the campus
- Deciding prices
- Planning the distribution of products, programs, and services
- Promoting the union's products, programs, and services

This chapter discusses the four major instruments—product, place, price, and promotion—that constitute the union's strategic and tactical means for relating to its markets. These are often referred to as the 'Four P's.'

With the information provided, you can:

1. Develop new programs and services geared to the needs of the campus and its constituencies and refine existing ones so that they better meet the campus community's needs.
2. Understand the factors involved in deciding prices.
3. Understand the factors involved in making distribution decisions that typically involve physical location, design of services, and the level and quality of customer service.
4. Develop strategies for effectively communicating with and motivating specific target audiences to use particular products and services.
5. Understand what factors are important to effective advertising.

Section A: The union's products: Programs, services, and facilities

The most basic marketing decision a union makes is which products to offer its target markets. The term *products* refers to the union's set of programs, services, and facilities.

Most unions offer a product mix of diverse services that might typically include food services; a bookstore; ticket office; convenience store; recreation center; banking services; programs of an educational, social, and cultural nature; facilities such as lounges, meeting rooms, and student offices; and educational opportunities such as jobs and student leadership positions.

Additions and deletions periodically modify this product mix. Each new program or service involves risks which could be reduced by better marketing research and communication; each product elimination also involves risks. This section examines how the union can assess and improve its overall product mix of programs, services, and facilities and how it can assess and improve individual products.

Product mix decisions

We will use the following definitions, adapted from Kotler (1982):

Product mix is the set of all product lines, programs, services, and facilities the union offers to students, faculty, staff, alumni, and visitors.

Product line is a group of products within a product mix that are closely related by virtue of their content or their target audience.

Product item is a distinct unit within a product line that is distinguishable by size, appearance, price, or some other attribute.

Figure 3A illustrates the relationship of these terms.

A union's product mix can be described in terms of its length, width, and depth. These concepts are illustrated for the product mix of a hypothetical union in Figure 3B.

Suppose the union is considering the expansion of its product mix. This could be accomplished in three

Figure 3A
Product Mix Decisions

PRODUCT MIX
(food services, tickets, recreation, meeting rooms, lounges, programs)
↓
PRODUCT LINE
(food services, i.e., cafeteria, coffeehouse, pizzeria)
↓
PRODUCT ITEM
(pizza)

ways: The union could *lengthen* its product mix by adding an academic component such as a computer laboratory; the union could expand the *width* of its product line by adding a new service (e.g., a hair styling salon); the union could add another bank's automatic teller, thus adding *depth* by increasing the number of product items.

The union must recognize that products contribute differently to the organization's mission. Some constitute the core products of the union and others are ancillary products (Kotler, 1982). Food services and programs are core products of a union while a dry cleaning service is an ancillary product.

Product leaders are those products that play a major role in attracting consumers. Burgers and pizza are product leaders; quiche and liver are not.

The union should reassess its product mix annually. The union must be aware of products whose costs exceed their benefits and whose elimination would release funds for adding new, more beneficial products to its product mix.

Product item decisions

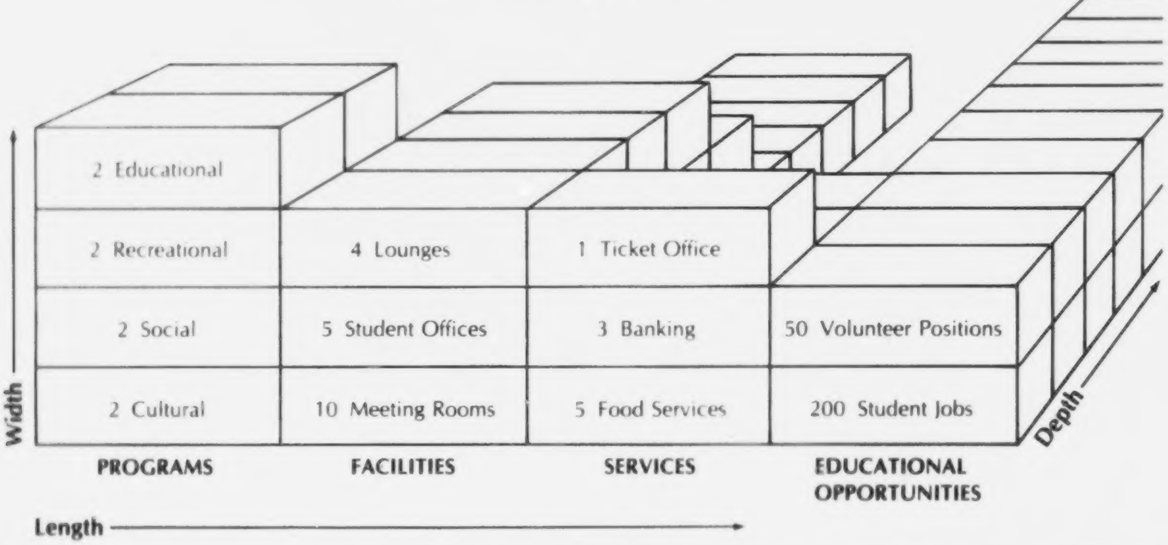
A product is defined as anything that can be offered to a market to satisfy a need. This includes physical objects (e.g., hamburgers or meeting rooms) as well as more experiential items (e.g., programs and educational opportunities). In designing individual products, the union must answer three questions:

1. What is the consumer really seeking, or what need is the product really satisfying?

   By looking at student employment in the union as a product, we see the need for examining more than product features. A union provides money and training to students through student employment, but many students are actually seeking "marketability" that will show up on their resumes. The union's job is to uncover essential needs so that product benefits, not just product features, can be described. The core benefit stands at the center of the total product.
2. What tangible characteristics are important to the consumer?

   The five controllable characteristics of a product are:
   - styling—a distinctive look or feel (e.g., '60s coffeehouse feel vs. an '80s open and airy atmosphere);

Figure 3B
Product Mix of Hypothetical Union



- features—individual components that can be added or subtracted easily, a tool for achieving product differentiation (e.g., hours of operation);
- quality—perceived level of performance in a product service (e.g., the standards and system for monitoring quality level over time);
- packaging— container or wrapper surrounding the product, or the environment surrounding the program or service, which adds value beyond that perceived in the product itself (e.g., the environment of the campus serves as the packaging for the academic product); and
- branding—a name, term, sign, symbol, or design which identifies the product as the seller's. These differentiate a product from the competitors' offerings and can add value to the offer and mean more satisfaction for the buyer. Never underestimate the power of a brand name. Branding is useful to the union because it creates buyer confidence, leading to consumer brand preference and repeat usage. Consumers benefit because they can identify the various brands (e.g., pizza parlors), choose one that best suits their needs, and stick with it as long as it satisfies them.

3. What additional services and benefits—beyond the tangible product—are needed?

   The union must analyze which benefits are useful and necessary to the consumer. For example, is delivery important for campus consumers of pizza? To meet additional consumer wants and to differentiate their products from the competition, unions will want to augment their tangible products.

A product is complex; it consists of core benefits, tangible characteristics, and augmented benefits. The union should examine each service and program area, and then design individual products in ways that will distinguish them from competitors' offerings and carry the intended qualities to the prospective target market.

Product development

The union should have a prescribed method for developing new products. The union staff can be on the lookout for potential new programs and services by reading relevant publications, contacting colleagues at other schools, attending conferences and exhibits, and seeking the advice of vendors and agents. The union staff should also be sensitive to new, emerging needs of the various market segments of the campus population.

Once a potential new program or service is identified or an unmet need discovered, the union needs a process to evaluate, design, and implement the new idea. The union should consider:

- to whom a proposal for a new product, program, or service should be submitted;
- who will be involved in the decision;
- the criteria used to evaluate the proposal;
- the related costs and benefits;
- what promotion and publicity is required;
- how its performance will be evaluated;
- when a decision will be made whether to continue it;
- what effect this will have on the rest of the union's programs and services; and
- how competitors and others who might be concerned will likely respond.

The product development process should be as lean and efficient as possible so that the union can be entrepreneurial and respond quickly to new opportunities. All union staff should understand the process so they can plug new ideas into the system as quickly and smoothly as possible.

Introduction of new products and services

After the new product is introduced, many people expect to see a big rush in sales or usage. This is not always the case. The new product may initially experience slow growth because of either technical problems or customers' reluctance to change established behavior patterns. During the product introduction phase, there are many bugs to be worked out. For example, during a new pizza parlor's first days, some pizzas are sure to come out a little less than perfect; during the first of a weekly dance series in the union, the sound may be too loud or the lights too bright. Whatever the situation, the staff will have many little problems to solve. Anticipate this initial slow growth and don't drop the product before giving it a fair chance to succeed.

During the introduction of a new product, program, or service, the union should expect to incur high promotional costs. Informing potential customers of the new product and inducing them to try it are expensive ventures.

Product decline: To delete or not to delete

Many products, programs, and services eventually enter a stage of sales or usage decline. Whether the decline is slow or rapid, the union staff should realize that declines occur for a number of reasons.

Sometimes new advances make the union's current product obsolete or less desirable. For example, if the union has a graphics and printing service and a local copy shop begins offering high quality copies at half the price and in half the time, the union's sales will decline drastically.

Perhaps the tastes of the campus population change. As an example, the campus barber may no longer serve students' needs because their taste in hair fashion has changed.

Traffic patterns may shift, causing usage or sales to decline. At a small Midwestern campus, the union has been next to the main classroom building for 20 years. Next fall, a new classroom building will open on the other side of campus, and the old classroom building will become a laboratory facility. This is sure to change traffic patterns, resulting in a union usage decline, especially during the cold winter months.

Increased competition can also cause declining sales or usage. A union on a West Coast campus had the only frozen yogurt machines in town until two outlets opened just across the street from the campus and another outlet opened in the graduate school of business. Frozen yogurt sales at the union decreased.

The union faces a number of tasks and decisions in handling declining products. The first task is to evaluate the product mix regularly and identify the weak products. Perhaps the union should have a committee to review weak products periodically.

The second task is to develop standards and procedures for dealing with these weak products. For example, what are the sales or usage standards that all products must maintain? What procedures are to be taken once a product, program, or service no longer meets these standards? Data, including trends and comparisons, should be collected and reviewed within the perspective of the union's overall mission and the campus environment. The committee should then recommend leaving the product alone, modifying its marketing strategy, or dropping it.

A union that decides to keep the product faces further strategic choices. It can choose a continuation, concentration, or harvesting strategy.

With a *continuation* strategy, the union keeps the same strategy it has used in the past. With a *concentration* strategy, the union focuses its efforts on the strongest markets while phasing out the product in other markets. For example, at a large Southern campus, a union offers ice cream at four locations. Because of increased competition off campus, sales have declined. The union decides to phase out ice cream at the satellite operations and concentrate on its best market: those who visit the main union building.

With a *harvesting* strategy, the union reduces its expenses to increase its positive cash flow. For example, a union's ticket office experiences declining sales and usage. Because the union decides it must keep a ticket office in operation, it cuts back on hours and staffing to save money and reduce the amount that the union subsidizes its operation. The danger of this strategy is that it can accelerate the rate of decline and possibly lead to the ultimate demise of the operation.

A union that eliminates a program or service also has several options. The program or service can be sold or transferred to someone else, or it can be dropped completely. It can be dropped quickly or phased out over a year or so. When evaluating whether to drop a program or service, the union needs to consider the level of service needed to maintain its other units at an acceptable level of quality.

Some unions have sunset clauses built into the contracts for food services, bookstores, and maintenance. At the end of the prescribed cycle, the union determines whether the current program has met its objectives and whether a change is necessary. This provides a convenient process for the union to evaluate some of its programs and services and more easily make needed changes.

Section B: Pricing

Prices are placed on a great range of products, programs, and services and go by various names, from admission charges to room fees, wages to honorariums, and tuition to activities fees. Therefore, the union should realize that all its offerings have prices, not just the ones that require a monetary exchange. Price is not the only cost to the consumer. Users of the union's programs and services may face three other costs: effort costs, psychic costs, and waiting costs.

Effort costs are the costs an individual experiences in trying to use a service or participate in an activity. An example of *psychic costs* would be the mental anxiety someone might experience about participating in a program. Perhaps the person has a fear of water, which could be a definite roadblock to participation in a whitewater rafting trip. *Waiting costs* include the time the consumer spends waiting to order, waiting to pay, and waiting to use the product. Because these costs can be more important than the actual monetary costs of the program or service, the union should carefully evaluate them.

Pricing is complex. Unions should proceed carefully to determine the pricing objective, the pricing strategy, and whether a price change is needed.

Pricing objectives

In developing a *pricing objective*, the union often finds conflicting needs. The union can choose to maximize usage, maximize cost recovery, maximize profit, or desensitize the market.

A zero price usually yields the greatest number of users. Usually a low relative price leads to maximum usage without giving the product away; this practice may be followed if the objective is *usage maximization*. Exercise caution when using this method because people sometimes equate no cost or extremely low cost with low quality, a perception that can lead to a decline in usage. For unions, the objective of usage maximization may be the most appropriate and yield the greatest revenue in the long run.

The *cost recovery maximization* objective is used where some costs must be recovered and where it is best to avoid averse reaction to prices geared to profit maximization.

The *profit maximization* objective is appropriate where price is not an issue for consumers and surplus revenue is needed to pay for other programs. Some programming committees, such as films and concerts, have used this method to create a surplus to subsidize other programs, such as lectures and visual arts.

Market desensitization is used to discourage people from overtaxing a facility or to discourage off-campus groups from using a program or service too much. For example, a union may charge a higher price to outside businesses for the use of meeting rooms. This discourages frequent use and makes the space more available to student groups.

Pricing strategy

After the union selects a pricing objective, it must choose the proper pricing strategy. Potential strategies can be cost-oriented, demand-oriented, or competition-oriented.

Strategies based on costs include markup pricing, cost-plus pricing, break-even analysis, and cost-minus pricing. *Markup pricing* is the practice of adding a predetermined markup to the cost of an item. For example, a convenience store in a West Coast union determines retail prices by adding a 32 percent markup to most items. The union calculates this predetermined markup to yield the desired revenue to cover overhead and provide the needed surplus to fund other programs in the union. Not all items are automatically marked up in this manner. Canned soda, for example, is not tied to this fixed markup. Instead it is priced to be the lowest on campus in an effort to draw in additional customers.

Cost-plus pricing is a strategy used when costs are difficult to estimate and the nature of the product is not routine. For example, a graphics service in one union tells clients they will be charged for the direct cost of a poster plus a percentage markup to cover indirect costs. Because it is not always possible to estimate costs accurately, the graphics service uses this method so that its clients pay for what they actually get, rather than an estimated price that may vary widely from the actual cost.

The *break-even analysis pricing* strategy is characterized by administrative simplicity, competitive harmony, and social fairness. Prices are determined by this formula:

$$\textit{Break-even volume} = \frac{\textit{Fixed costs}}{(\textit{Price} - \textit{Variable cost})}$$

Once the variable cost and fixed costs are known, the price is set so that the organization breaks even at the projected sales volume. Many union program committees use a variation of this strategy in pricing their programs. For example, the fixed costs of showing a popular film is $150; the variable cost of showing the film is 75 cents per person. The film committee projects that 200 people will attend the film, and since they only wish to break even they set the price at $1.50 per person (200 = $150 ÷ $.75).

Organizations such as symphony orchestras and private universities use the *cost-minus pricing* strategy. These organizations calculate the cost of the program and then reduce the price based on the amount of private support they receive. This makes their programming more affordable for more people. The union may also use this strategy. For example, one union sponsors an annual fall leadership program for students. The actual cost is $200 per student, but the union charges only $25 per person. Alumni and corporate gifts pick up the remaining costs.

Pricing strategies that are *demand-oriented* are characterized by prices that reflect the consumers' perceived value of the product, program, or service. The organization charges what the consumer will pay for its programs or services. This strategy can be tricky on campus because it may be difficult to identify what consumers feel is a fair price in a small market before the price is set. This strategy may be difficult to implement for a new service, but eventually the union develops a sense for prices reflecting the perceived value. As prices go up, sales may go down. As prices are reduced, the union may see sales increase accordingly. Without getting into a discussion of economics, let us simply state that the consumer will be more sensitive to the prices of some programs and services than others. Knowledge of the industry and of the college community is required to implement this strategy successfully.

Discussion of demand-oriented strategy brings up the issue of *price discrimination*. Many unions use price discrimination in one form or another. For example, some union restaurants use price discrimination by offering lower priced meals for children. Program committees use price discrimination based on location by charging more for better seats in the auditorium. The phone company uses price discrimination by charging more for calls made between 9 a.m. and 5 p.m. Some unions use price discrimination based on status by charging different prices for students and the general public. For price discrimination to work, the market must be segmented, and the segments must display different intensities of demand for the program or service.

Organizations that use *competition-oriented* pricing set prices primarily on the basis of what the competition charges. Changing costs may not affect the price, depending on what the competition is doing. A union may change prices to maintain alignment with the competition, even when costs do *not* change. For example, all three competing film series on one campus charge $1.50. Even though the union program committee's film costs increase, they may not want to increase their price until their competitors' prices increase.

Some operations set their prices at the "going rate," which is the average level of the industry. This is used when it is difficult to predict how consumers might react to other pricing strategies. New services often use this strategy until they get a better feel for how customers will react and until they determine exact costs.

Some unions use *promotional pricing* to meet their objectives. Promotional pricing includes special prices at off-peak times. For example, some unions use early-bird and late-arrival discount programs to motivate students to eat lunch before 11:30 a.m. or after 1:30 p.m. Promotional pricing can also be used to encourage customers to try something new or to trade up to a larger size or a fuller meal. One danger of promotional pricing is that it can train consumers to always look for discounts and sales.

The union can use all of these strategies, depending on the unit involved and the target market's needs.

Changing the price

Unions regularly face the problem of reviewing potential price increases. Predicting how people will respond to price changes is difficult. Some of the ways to estimate this response include price elasticity of demand and perceptual factors in buyer's response.

The price elasticity of demand is extremely difficult to measure. The union can get some feel for this by using direct attitude surveys, following trends over time, or using a market test for a short time (i.e., a month).

By looking at the perceptual factors in the buyer's response, the union may find that when prices go down the consumer perceives a lower quality product and thus sales decline. Sometimes consumers expect prices to continue dropping, and they wait to buy until the prices decrease further. Some consumers see higher prices as an indication of higher quality.

The union should understand its target market before it changes prices, and once the decision is made, the union must be prepared for the reactions.

Section C: Distribution

The union must carefully plan to make its programs and services accessible to its targeted consumers. Programs and services must be available at the time and place required to convert favorable attitudes into sales and usage. This is called the *place* or *distribution* decision.

Some of the decisions involve physical location, the level and quality of customer service, the number and location of branches or satellites, the design of facilities, and the use of outside contractors or facilitating intermediaries.

The union's location has a huge impact on distribution. A union in the center of the campus has a much easier road to success. Location of services within the building is also important. Unions should analyze their services to determine which are "impulse" services and which are "destination" services. *Impulse services*, such as a ticket office, ice cream counter, and popcorn machine should be in the main flow of traffic. *Destination services*, such as a travel agency or a hairstyling shop can be located in more remote areas of the building. The theory is that people will not book a flight to Europe on impulse. Consumers will plan to get their hair cut. But not many people will seek out the ticket office every day to see what is on sale. Therefore, the ticket office must be in the main traffic pattern so people can easily spot posters in its display case. Similar reasoning applies to art in the union. It is unwise to stick the art gallery in the most remote area of the building. Because the goal is to expose more students to art, the gallery should be placed where students will pass by during their daily routine. This becomes more difficult to justify as financial pressures lead unions to locate revenue-producing operations in high traffic areas.

When examining customer service, the union should evaluate how much convenience the target market requires. Maximum convenience (i.e., a seat for everyone, open 24 hours a day) is simply not practical in most situations. The consumer is not willing to pay for excessive convenience and the union must keep the cost reasonable. Knowledge of the target market is necessary to determine the proper level of customer service. For example, elaborate customer service may not be needed if the union meeting rooms are used primarily by student groups. However, if the union is used heavily for conferences, much more customer service is required (i.e., technical support, more assistance with advance planning).

The union facility design influences consumer attitudes and behaviors. If the union does not have a look and feel the students can relate to, they won't use it. Atmospherics, the conscious design of space to create or reinforce specific effects, is a crucial design element. Unions should pay close attention to how the physical environment of their facilities affects consumer behavior and employee performance.

Some unions have decided that contractors (i.e., food service companies, banks, and travel agencies) enable them to deliver important services to the campus more efficiently and effectively than they can themselves. Such a decision is too involved to discuss here. Suffice it to say that the union need not rely solely on its in-house resources to deliver needed services.

A few unions use facilitating intermediaries effectively. These intermediaries are not involved in direct selling or delivery of programs to the campus. Rather, they play a supporting role, such as market research, advertising, financial analysis, warehousing, etc. Again, this decision is contingent on the environment in which the union operates. Some unions have to contract an outside firm to get quality market research. Others will be able to do good market research with the help of students and faculty.

Sales force

The sales force is the most important part of the marketing mix and distribution system for many businesses. It typically does not play a very important role in the union because most union programs and services do not lend themselves to personal selling techniques and the "hard sell" of personal selling is usually unpopular on campus.

Although direct selling may not be an important element of a union's marketing program, some union personnel definitely market the union's programs and services to target markets. Many unions have student volunteers or staff who recruit new volunteers and employees for the union. These people sell opportunities to students. When a union seeks a fee increase for a renovation project, it may need volunteers and staff to rally student support for an affirmative vote. Some unions have become involved in fund raising, which certainly requires personal selling.

The union has many employees providing services to its target markets. These people may not often engage in direct selling, but they do interact with customers in an important way. Receptionists, cashiers, counter workers, ticket office clerks, and information attendants all communicate the image of the union's programs and services. Student and full-time employees should know the union's values, history, structure, and goals. They should also be trained in the satisfaction of customers' needs. In many ways, the union's most important resource is its student employees. If they feel good about where they work, they will spread a great deal of positive word-of-mouth advertising, thus strengthening the union's image.

Section D: Marketing communication

Even when a union has a great set of services and programs geared to its target markets' needs, priced effectively, and situated in a convenient location, the job of marketing is still not complete. The union needs to communicate and motivate its target markets to convert its favorable product, price, and place into sales and usage. Thus, marketing communications, sometimes referred to as promotion—the "fourth P"—becomes a crucial element in the union's marketing program.

Everything in the union sends a message to prospective consumers: products, programs, services, employees, facilities, and administrative actions. The union's communications program must have impact and must be cost effective. The goal should be to keep targeted consumers informed and to promote the desired usage of the union's programs and services.

The union should pay attention to both external and internal communications. Externally, the union needs to communicate effectively with the media, university administration, alumni groups, community groups, and local businesses. Internally, the union must communicate with employees, volunteers, board members, professional staff, and lease holders.

The union can use effectively four types of communication tools: advertising, promotions, publicity, and public relations.

Advertising

Advertising is a paid form of non-personal presentation by a sponsor with the intention of achieving a marketing objective. Advertising terminology causes some confusion in unions: Some people use *public relations* to mean all marketing communications while others use *promotions* as a catchall phrase. In this publication we are striving for precise definitions. We feel it is important to reflect accurately the purposes of each type of marketing communications.

Advertising tools available to the college union include:

newspaper ads
menus
circulars
direct mail
door hangers
slides shown before movies
handbills
brochures
printed programs
on-campus magazine ads
radio ads
television ads
outdoor advertising
posters
signs
billboard

Most unions rely heavily on advertising to communicate with their targeted consumers. Some unions carefully plan their advertising approach, and others just throw ads together and stick them in the paper. Because advertising is expensive, unions should use it wisely. When considering an advertising campaign, advertising objectives must be set, budget determined, messages decided, media selected, and evaluation technique chosen. These decisions must flow from prior decisions on target markets, positioning, and other aspects of the marketing mix.

Setting advertising objectives

First, the union must decide what target market it is trying to reach. For example, should a college wanting to recruit more students advertise to high school students or to high school counselors? Should it appeal to the parents of the high school students? What types of high schools should it target?

Once the union selects the target market, it must decide on the desired response for the advertising. The union should identify where the target market stands now and to what state of *buyer readiness* it should be moved. The six stages of buyer readiness include:

1. Awareness. Name recognition.
2. Knowledge. Key information about the union program or service. This includes the image of the program or service, in other words, the set of beliefs that makes up the audience's perception of the program or service.
3. Liking. The consumer has a favorable or unfavorable view of the program or service.
4. Preference. The consumers not only like the program or service, they prefer it over the competition.
5. Conviction. The consumers may prefer this program or service but not be sure they really want to buy it.
6. Action. The consumers may have conviction but not actually make the purchase. Therefore you have to motivate action.

Stages one and two are cognitive; three, four and five are affective stages; and number six is a behavioral stage. The goal of the advertising should be to move the consumer from one stage to another. Some people feel consumers follow the progression of cognitive to affective to behavioral. Others believe some consumers become aware of the union first (cognition), then wander in (behavior), and eventually come to like it (affective).

The desired advertising response can relate to any of these buyer readiness states; advertising can have the objective of awareness, image, response, or education. The bulk of advertising is *awareness* oriented. The union wants to create initial name recognition with some reminder advertising to keep the program or service on the minds of potential consumers. *Image advertising* seeks a subjective response to the name of the program or service. *Response* oriented advertising asks the targeted consumer to take action now. Advertising intending to *educate* is the toughest form because it creates demand by showing people a previously unrecognized need for the advertised product.

The union must also decide the targeted reach of the advertising and its frequency. What percentage of the target market does the union wish to reach? How many times should the ad run to achieve its objective? Helpful hints on some of these questions will be provided later in this section.

Advertising budget determination

The union can use one of four methods when setting the advertising budget for each program or service area. Some industries, such as food services, use the *percent of sales method*. The staff determines what percent of revenues should be spent on advertising to support a projected level of sales. As a norm, food services and convenience stores spend 1 to 2 percent of gross sales on advertising. It can be as high as 3 to 4 percent in other situations.

Another way to set the advertising budget is the *affordable method*. Whatever the union can afford is spent on advertising. For example, if a film is projected to bring in $500 and all the costs minus advertising total $450, then the films committee can afford to spend $50 on advertising. This method is not advisable as it can severely impair the union's ability to meet its marketing goals and objectives.

Unions can also use the *competitive method* to determine the budget. If a competing pizza parlor takes out four ads, for example, then the union pizza parlor takes out four ads. This method is not advisable for unions because the competition may have far greater advertising resources and may need more advertising to compensate for other factors, such as an inferior location.

The best method for setting the advertising budget is the *objective-task method*, which is based on the advertising objectives and the organization's goals and objectives. Whatever advertising is needed to reach the targeted goal is then budgeted. With this method, the union is capable of achieving desired results because it puts dollars where they will do the most good. The objectives must be realistic and the cost estimates accurate for this method to work. The union staff must also consider target markets, timing, and contingencies in the advertising budget.

The following examples illustrate the difference between the affordable and objective-task methods:

Affordable method

The visual arts committee gets $1,000 from the funding committee to do an exhibit. All costs of the exhibit except for advertising add up to $900. Therefore, the visual arts committee can *afford* to spend $100 on advertising the exhibit.

Objective-task method

The concert committee wants to produce a jazz show. Committee members know they'll have to draw from the community off campus to get a large enough audience. They set their goal at 1,500 from on campus and 1,500 from off campus. The advertising committee puts together a plan that includes advertising targeted to this audience and estimates the total ad budget at $1,500. This cost is then built into the ticket price for the event.

The main difference between the two methods is that the affordable method may not result in enough advertising to reach your attendance objectives. The objective-task method is more likely to provide enough resources to get the job done properly.

Message decision

The advertising message is carried to the audience through design and copy. The ideal model is "AIDA," which has these four objectives:

- Get Attention
- Hold Interest
- Arouse Desire
- Obtain the desired Action

All successful ads get the audience's attention. The illustration or photograph and headline of the advertising piece have the best ability to grab attention; then the copy does the rest.

When developing the message for a major piece of advertising, the union must generate and evaluate possible messages, select the proper message, and then execute the message. To generate possible messages, the union might talk with consumers, hold brainstorming sessions with key personnel, or ask an ad copywriter for assistance.

Advertising messages can be rated on three criteria:

1. Desirability. (How interesting is the message?)
2. Exclusiveness. (How distinctive is the message?)
3. Believability. (Will readers buy the message?)

A small group of consumers can rate sample messages on these criteria before the union selects the final message.

In executing the message, the union can give an advertising piece different styles and tones. The order the ideas are presented in is as important as the format.

Media selection

The union must choose among the major media categories, select a specific vehicle, and decide on timing issues. In the media category, the union will likely choose from newspaper advertising, printed pieces such as posters or fliers, direct mail, and usually some radio spots. TV commercials may also be an alternative in some cases.

The costs of each possible vehicle should be studied. Advertisers usually evaluate vehicles on the basis of their cost per thousand. Because this may be too large a number for target markets on many campuses, cost per hundred should be used. For example, the union wants an advertisement to reach freshmen. The cost per hundred for a campus newspaper ad might be $20. The cost per hundred for a direct mail piece might be $15.

The union should also consider the qualitative characteristics of the available vehicles, such as credibility, reproduction quality, and lead time. Some of the most important considerations will be the circulation and demographics of the various vehicles.

When deciding on media timing, the union has the options of burst, continual, or intermittent advertising. *Burst* advertising is concentrated in a very short time period, such as one day. This type gets lots of attention quickly. *Continual* advertising is characterized by ads appearing evenly throughout a given time period. It is effective when the target market needs to be continuously reminded of the union's programs or services. *Intermittent* advertising has small bursts in succession with nothing in between. This creates more attention than continual, yet still has some reminder value.

Evaluation of advertising

College unions are seldom able to pretest advertising like large ad agencies do, but some unions do conduct post-tests to decide whether to use advertising in the future. To rate the effectiveness of marketing communications, the union can use recall tests and recognition tests.

In print media, recall tests are done with a sample of regular readers to test the power of the ad to be noticed and retained. The readers are instructed to point out what they recognized from the publication. Two scores can be calculated: *Noted* scores indicate the percentage of people who remembered seeing the ad in the publication; *readership* scores indicate the percentage of people who read more than half of the ad.

Coupons can also be used to evaluate advertising. The redemption rate indicates the advertising's effectiveness. The union can also use different spending levels and elements (i.e., color and copy) to monitor the effectiveness of the advertising's various elements.

Advertising design hints

The authors have adapted these helpful hints from advertising seminars, conferences, contacts with advertising experts, and data from Starch advertising studies. They are meant to provide some basics in advertising design for staff who must be able to evaluate the quality of the advertising they purchase. Those responsible for the actual design of advertising should seek out other books on advertising design.

The five tactical considerations of advertising are frequency, repetition, size, design, and body copy. For awareness advertising, we recommend high frequency, a high degree of repetition, a smaller size to conserve resources, a strong headline with short body copy, and a simple attention-getting design.

For image advertising, the frequency should be high, repetition can vary, the size should be large with short copy, and the design should be the overriding concern. The design should fit the feel of the product or service being advertised.

For response advertising, we suggest medium frequency, medium repetition, variable size, and strong body copy that asks for the desired action. The design should inspire action and include a response vehicle such as a number to call or a coupon.

For education advertising, we recommend high frequency, moderate repetition, large size, long persuasive body copy, and design elements that lure the reader into the copy and support the points made in the copy.

Art and design

Illustrations, silhouettes, cartoon figures, and photographs can be effective in ads. Advertising experts say photographs are the most effective art because they get attention, build image, convey information, and encourage the readership of adjoining body copy.

Advertising research suggests that some types of art regularly outperform other types. Implied motion in illustrations and photos increases the retention of ads by 20 percent over the norm. Including people in the art increases retention 20 percent. If you include two people, it goes up further, and if the photo shows people interacting it is even more effective.

When using a photo as the main graphic element, it is better *not* to use a full bleed because it costs more and draws less. Photos that do not bleed on all four sides cause more people to take note of the ad than ads that have full-bleed photos.

An advertising piece should have a strong central focus. Some methods of achieving this, in order of their effectiveness, are:

- Single photo or illustration
- Multiple photos or illustrations
- Strong headline with plenty of white space
- Progressive shading

The best way to encourage readership of ads, once it is noticed, is *photo continuity*. Photo continuity involves using three or more pictures, one of them being dominant and the others smaller. The picture captions convey the benefits to the consumer. Some of the pictures should be within the body copy to draw the reader through the copy. Experts estimate that photo continuity can increase readership by 30 to 70 percent. If you can't use multiple photos, use just one with a caption.

Figure 3C
Design Format

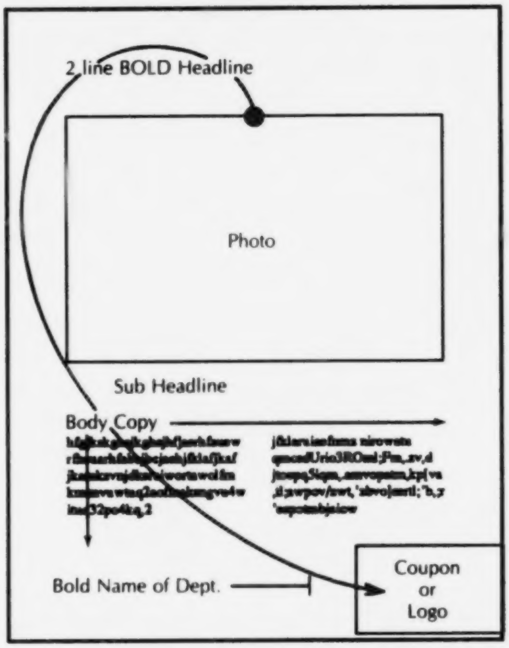


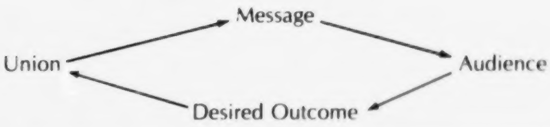
Figure 3C shows the path they eye follows on a page. The eye begins at about the middle of the top left quadrant and typically goes up and then down the left side, sweeping to the bottom right corner. This is the path most people in our society follow because of the left to right reading pattern. Important parts of the ad should appear in these locations. Given a choice of locations for an ad in the student newspaper, the bottom right corner of any odd numbered page would be a good selection. Not only is the eye drawn to this location, but the action of turning each page will draw attention as well.

Word tools

After the art and design of the ad have grabbed the attention of the potential consumer, many word tools can be used effectively. When confronted by a piece of advertising, the potential consumer will subconsciously ask three types of questions:

1. What is the piece about? Should I read it? (Relevance)
2. Do I like this? Would I buy it or use it? (Tentative decision)
3. Will I buy or use this? (Decision confirmation)

Figure 3D
Advertising is a Communication Process



To help the potential consumer answer each of these types of questions, you can use the following tools:

- Relevance: Master headlines, subheads and flash heads, picture captions, and call-outs. (See definitions on page 32.)
- Tentative decision: Lead-ins, charts, lists of benefits, tables, diagrams.
- Decision confirmation: Strong, persuasive body copy that emphasizes the benefits to the consumer.

Master headlines should be short, usually no longer than two lines, and relate to the ad's objective. They should be arresting and speak directly to the targeted consumer about the product's benefits. "Five Ways to Have a Great Time at the Union" and "How to Throw a Great Party" (used for catering) are examples of commonly used headlines that have proven effective.

Headlines that begin with "how to," "what," or "why" are effective. Those that imply news also work well. Headlines should be bold, and the letters should be tightly aligned so that the words hang together. Don't use all caps; upper and lower case letters are easier to read.

Order

The order the ideas are presented in the ad is also important. If the intended reader is likely to oppose the main point of the ad initially, then the strongest arguments should be saved for the last so that the first part of the copy can be disarming. Otherwise, the copy should begin with a strong argument because most readers will not read the whole ad.

When evaluating advertising copy, understand the *transaction proposition* (see Figure 3E). To illustrate the transaction proposition, imagine a scale. On one side is what the consumers have to do; on the other side is what the consumers get from the program or service being advertised. The goal is to make what they have to do seem light, outweighed by all the benefits they will receive. The list of things they have to do might include read, make a decision, and take action. These things should appear easy.

To make what they *receive* outweigh what they have to *do*, be sure the ad includes benefits; support (statistics, testimonials); sweeteners (time-linked extras); and facilitators (an easy-to-remember or toll-free telephone number, or alternative methods of payment such as credit cards or debit cards). These will tip the balance in favor of the advertiser.

If the advertising piece seeks action on the part of the reader, then develop the ad using the *response command approach*, which entails making it clear *what* you want the readers to do and *why* you want them to do it. As most successful sales people say, "You'll never get a sale unless you ask for it!"

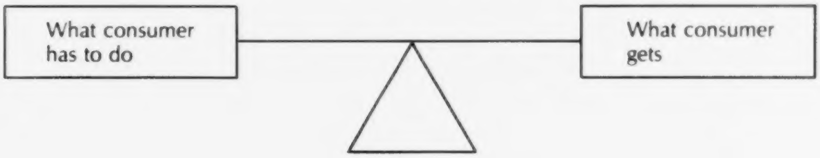
Readability

Evaluate the readability of your advertising. Typography involves a great deal of detail that we won't go into, but here are some hints.

Stay away from all caps. People look at shapes and outlines when they read quickly; therefore, upper- and lower-case letters used together assist the reader more than copy set in all caps.

Avoid factors that slow readability, reduce legibility, cause skipping or repeating of lines, or create fa-

Figure 3E
Transaction Proposition



1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________

tigue. Combat these problems with leading and serifs. Leading is the amount of space between lines of type; it should be used appropriately with the chosen typeface to ease readability. Serifs are the short lines stemming from the upper and lower ends of the strokes of letters. Some experts recommend that all body copy should be in serif typefaces because they are easier to read. Not everyone agrees with this as evidenced by the amount of sans-serif copy.

There are over 8,000 typefaces in existence and 800 are in common use. The average person confronts at least 20 to 30 typefaces daily. Don't try to use them all in one ad. The most readable typefaces are Times Roman, Baskerville, Palatino, Souvenir, and Melior. Helvetica, Optima and Univers are also popular on campuses. Don't forget to give these latter faces some extra leading to improve their readability.

For normal reading purposes, 10-point type with 11- or 12-point leading is the best. Black type on white provides the easiest reading and italics should be used only for highlighting. Paragraphs should be no longer than nine lines (five or six is ideal), and they should be indented with a line of space between paragraphs. The length of a line of type should not exceed 2½ to 3 inches. One pica margins should be used between columns with hairline rules for maximum effectiveness. The copy should be justified left and ragged right for maximum readability.

Typefaces used in headlines do not have to match the typeface used in the body copy. This display type influences the reader's perception of the ad's sponsor. Script faces are perceived as informal and soft. Serif faces are seen as scholarly and more serious. Germanic faces are heavy. Sans-serif faces in headlines give a clean, modern, precise feel.

No more than two typefaces should be used in any piece of advertising. The goal of the display type for the headline should be image, whereas the goal of the body copy type should be readability. Use reverse type sparingly because even though it attracts attention, it can be hard to read.

More On Word Tools

The following can increase the effectiveness of advertising:

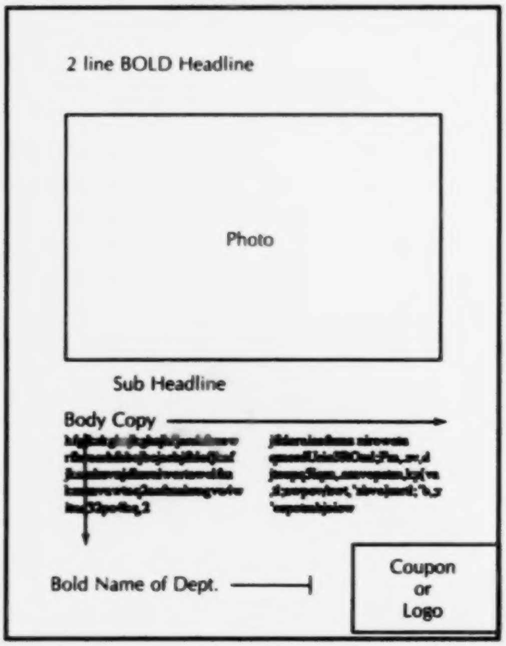
- Master headlines. No more than two lines, arresting, related to transaction proposition.
- Subheads. Usually larger than 14 points, amplifies important part of the transaction proposition.
- Flash heads. An important quick thought; e.g., Limited Offer! Last Chance! Fun! Easy!
- Lead-ins. Bold, slightly larger than body copy, located just above paragraph. Describes what paragraph contains so reader can determine relevance.
- Long body copy. More than 100 words in paragraph format, effective in persuading reader to take action.
- Short body copy. Fewer than 100 words, effective for awareness and image advertising.
- Charts and tables. Effective in supporting the argument of the body copy.
- Picture captions. Small type under a picture, associated with benefits, very powerful tool.
- Call-outs. Lines drawn from an illustration with an explanation of a part of the illustration.

The experts recommend running most response ads at least three times: the first two times to get attention and create awareness and the third time to remind.

Direct mail design hints

Direct mail is becoming more popular for unions. Marketing experts suggest you test something every time you mail. Do half of the direct mail pieces in one color and the other half in a different one to see which gets the best response. Mailed advertising pieces should always be double-fronted, especially if they are sent to offices. This way, no matter how it's left on a desk, the important information will be face up. Billboarding (a very large headline) allows a person in the office to spot something of interest from some distance.

Figure 3F
Classic Design



Promotions

College unions use three kinds of promotions. *Sales promotions* are short-term incentives to encourage purchases or usage. *Promotional events* are special activities designed to spur interest and build traffic. *Novelties* are free gift items given to potential customers.

Sales promotions

The union has a wide variety of tactical tools to stimulate usage earlier or stronger than what would have occurred otherwise. These sales promotions typically have four characteristics: (1) they are attention getting; (2) they have a sense of urgency; (3) they are strong enough to break through buyer inertia; and (4) they appeal especially to the economy-minded.

Sales promotions should be used cautiously. They tend *not* to build loyalty to the union's programs and services, and if used too frequently, consumers may perceive less value in the program or service.

Sales promotions should gain attention and provide enough information to cause a trial use. They should provide incentives designed to represent value to the consumer and include a distinct invitation to take action *now*.

A union wanting to use sales promotions should decide:

- the objective of the promotion
- the recipient of the promotion
- the form and amount of incentive
- the number to be distributed

Coupons, discounts, "2 for 1 sales," door hanger coupons, and "buy-one-get-something-free" deals are common sales promotions.

Promotional events

Promotional or special events stimulate interest and excitement in the union. They usually bring in large crowds over a short period of time. If done well, such events can speak much louder about the union's image than any form of print advertising.

The key to successful promotional events is student involvement. If students are not actively involved in planning and implementing an event, it will probably fail because of lack of interest. It is just too difficult for staff to predict what students will enjoy. Some successful promotional events are the MSC All-Niter at Texas A&M, the Free-For-All at Indiana University, the Goshen Ocean and Fallfest at Southern Illinois University at Edwardsville. Both University of Texas and Washington State have successful open house programs. Many of these programs are held in early fall to orient freshmen to the union's programs and services.

Novelties

Novelties or premiums promote name awareness and remind people of the product or service when they use the items. Because they give consumers something of value, they can communicate a "thank you" to customers. Unions can increase sales or usage by tying novelties to the purchase of a specific bundle of goods. For example, you could give away a cup with the union's logo on it with the purchase of a six-pack of soda in the union's store.

Novelties can be especially useful on a college campus because of student, alumni, and visitor interest in souvenirs and items that display school spirit. Examples of novelties used in college unions include frisbees, cold-can insulators (also called "huggies"), key tags, plastic cups, painter's caps, highlighters (yellow markers), mugs, pens, and pencils.

Publicity

Publicity is defined as the non-personal stimulation of demand by planting news in the media or gaining a favorable presentation that is not paid for by a sponsor. This type of marketing communication can effectively achieve awareness of a union program or service and shape public opinion. However, getting positive coverage in the media about union programs and services can be difficult.

Publicity involves the use of press releases, media contacts, and face-to-face events. The union must develop good relationships with various members of the media—the people responsible for reporting on union events.

Some face-to-face events that may be useful include press conferences, arranged interviews, and the placement of key people on news, interview, and talk shows. Important events, like the announcement of a major new addition, might merit a full-blown press conference. If a new union director comes to campus, arrange an interview with the student newspaper. Food service directors may volunteer to appear on student call-in shows for the campus radio station.

Most unions use press releases. Unfortunately many of these press releases end up in the wastebasket because they were not written to meet the media's needs or they were sent to the wrong person. Press releases should be sent to an individual. Call the newspaper for the name of the events editor or the person responsible for news about the union. After the press release is sent, follow up with a phone call. Don't pressure the individual; just ask if it was in the right format and if you can provide any other information.

Press releases should:

- be double-spaced;
- include a contact person and phone number at the top right;
- use a short, attention-getting headline;
- use the union's letterhead or specially designed press release paper;

- have a strong lead paragraph;
- provide the who, what, where, when, why, and how;
- be short; and
- end with (-30-) in the center two or three lines after the last paragraph.

Public service announcements are a form of press release used by radio and TV stations. The copy should be short, written to be read in 15 to 30 seconds. The information should be typed on a 3-by-5 card or whatever format the stations use. Check with area stations to determine their policies on public service announcements.

Public relations

Many people in college unions use public relations as a catchall phrase for all forms of marketing communications. We would like to define public relations more precisely. A union that engages in public relations evaluates public attitudes and executes a program of action to earn public understanding and acceptance. Public relations is just one communications tool the union has at its disposal to advance its marketing objectives.

Public relations can best be described as a five-step process of identifying relevant publics; measuring image and attitudes held by relevant publics; establishing image and attitude goals for key publics; developing cost-effective public relations strategies; and implementing actions and evaluating the results.

Relevant publics for the union include students, faculty, staff, administration, community members from the local area, alumni, colleagues in ACU-I and NACA, and legislators.

Unions can use focus groups and other market research methods to obtain a sense of the perceptions of their key publics.

When establishing image and attitude goals for key publics, the union should develop a scorecard (see Figure 3G) and make the goals as concrete as possible. The union should use results of market research to complete the scorecard, indicating levels for knowledge, attitude, and importance for each public.

In developing cost-effective public relations strategies, the union first needs to understand consumer attitudes. Once it analyzes attitudes, it should identify key opinion leaders to whom strategies are geared. Opinion leaders are influential in spreading the desired image and attitudes to the other key publics.

Some commonly used public relations tools include:

- Written materials. Annual reports, newsletters, features in alumni magazines.
- Audio-visual materials. Slide shows and videotapes.
- Corporate identity media. Logos, stationery, brochures, signs, forms, business cards (All of these items create and reinforce the union's identity).
- News. Positive coverage in the media.
- Events. Hosting well-run, high exposure events. (This is a built-in benefit for unions. All of the programs sponsored by the union's program committees have the potential of providing good public relations for the union.)
- Speeches. Union volunteers can go out to the residence halls and into the community and speak about the importance of the union's programs.
- Information center. The info desk is a great public relations tool for the union.

Unions should plan marketing communications to support their marketing objectives. The checklist in Appendix 3-1 can assist union staff and students preparing effective marketing communications.

Figure 3G
Public Relations Scorecard

PUBLIC	KNOWLEDGE	ATTITUDE	PUBLIC'S IMPORTANCE
Resident Assistants	low	neutral	high
Student Senators	medium	negative	high
Faculty Advisers	low	positive	medium
Student Body	low	neutral	low

Appendix 3-1
Marketing Communications Development Checklist

Goal: On-target, benefits-oriented communications

DONE

Step 1: *Study the Competition*

A) Collect brochures, ads, etc.

B) Talk with their users

Step 2: *Market Positioning Strategy*

Complete this questionnaire:

1. Target Audiences

Primary ____________ ____________ ____________

Secondary ____________ ____________ ____________

2. Our Current Position

a) Awareness ____________________

b) Commonly held perceptions ____________________

____

c) Market share ____________________

____

3. Competitor's Current Position

Competition A

a) Awareness ____________________

b) Commonly held perceptions ____________________

____

c) Market share ____________________

d) What people like least about them ____________________

____

DONE

Competition B

a) Awareness ______

b) Commonly held perceptions ______

c) Market share ______

d) What people like least about them ______

Competition C

a) Awareness ______

b) Commonly held perceptions ______

c) Market share ______

d) What people like least about them ______

4. Our desired market position

Target market ______

a) Awareness ______

b) Position statement ______

c) Market share ______

Target market

a) Awareness ______

b) Position statement ______

c) Market share ______

41

DONE

5. Translate services to benefits

a) Services = Benefits

______ = ______

______ = ______

______ = ______

b) Most important benefits = ______

______

6. Facts that support the benefits

a) ______

b) ______

c) ______

d) ______

e) ______

f) ______

g) ______

h) ______

7. Personality of this service

What is the element that sets us apart?

______

______

Step 3: *Translate strategy into effective copy*

A) Marketing niche: ______

______

DONE

B) What information does audience need to take action?

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

6) ______________________________

7) ______________________________

8) ______________________________

9) ______________________________

10) ______________________________

C) Follow these steps in writing the copy for *brochures:*

1. Focus on the target audience.
2. Market benefits.
3. Make the benefits believable, i.e., testimonials, photographs with captions, charts, etc.
4. Promote personality in a positive way.
5. Avoid clichés.
6. Give readers all the details they'll need.
7. Highlight important facts. Use checklists and bullets.
8. End with a call for action.

D) Follow these steps in writing the copy for print *advertising:*

1. Use plain English.
2. Focus on target audience.
3. Market benefits.
4. Put primary benefit in headline.
5. Support or draw attention to benefits.
6. Use photos instead of illustrations (26 percent higher recall) and always include a caption (readership twice that of body copy).
7. Use testimonials.
8. Don't be afraid of long copy, but use subheads to highlight benefits.
9. Go for frequency.
10. Avoid clichés.
11. End with a call for action.

Step 4: Review finished copy against this checklist.

Appendix 3-2
Graphics Do's and Don'ts

Fliers, posters, brochures

DO:

1. Create a design that not only provides information but **promotes** an idea or event. Designs should create **excitement, enthusiasm,** and **sell the program.** Copy should be **concise, easy to read,** and **identifiable with the union.**
2. Be **creative** when writing copy. Editing and rewriting are encouraged. Use a thesaurus when stumped.
3. Be creative when designing printed fliers, posters, ads, etc. Possibilities include **altering size of flier,** using creative folds, or **printing on non-traditional stock** (a lunch series printed on brown lunch bags). **Borrow** ideas from others when stumped.
4. Design work to **reflect the character of the organization** and the event.
5. Design flier or ad to fit the **exact size of finished copy.** If the size of the ad design is different from the actual ad, design it to fit in a space **the same proportion as the planned ad.** Don't reduce a flier to make an ad. The proportions will be off and the copy will probably be illegible.
6. Use smooth white paper or photosensitive art board (board with blue lines that won't show when printed) so that the printed work will be clean and crisp.
7. Use an **illustration, graphic,** or **photo** when possible. Illustrations should be line drawings or have good black areas (no tones); photos should be screened in advance. A good photo or drawing can catch someone's attention.
8. Consider **white space an important element** of the design. Use it effectively. Large black areas are also effective.
9. Use **a ½-inch border on all sides** for posters and flier copy unless a special printing job is authorized. Many printing processes cannot print graphics that bleed all the way to the edges.
10. **Highlight important copy,** such as the dates of the event. Emphasize the day of the week rather than the date. Students are more likely to remember that an event is on a Thursday rather than on April 4.
11. **Check spelling of copy.** If in doubt, use a dictionary.
12. **Use a blue non-repro pencil for guidelines.** Provide the printer with guidelines for placement and for cutting.
13. Designing a poster or a flier? Tape the original to the wall and view it from 3 to 4 feet away. Does it stand out? Is it readable? Is there too much copy?
14. Always incorporate **the organizational logo** into the design. It shouldn't be an add-on.
15. Read magazines and newspapers for good eye-catching designs. Save good ideas and adapt them for your own use.
16. **Allocate your design time and materials effectively.** It may be worth the time to spend hours on a poster for a series whereas a simple one-time event may not warrant much time.
17. **Be cost efficient when using supplies.** Use art board half sheets or graph paper whenever possible. Don't use elaborate screens, letters, etc., for simple jobs. Don't hesitate to reuse good illustrations and designs. **Remember that supplies are expensive.**
18. **Keep original design clean.** Make corrections by erasing or covering with Liquid Paper "Just for Copies."
19. **Touch up scratches in black copy,** including type, with a black pen.
20. **Make sure all copy is straight.** Photocopy the finished original and **scrutinize before submitting.**
21. **Cover** all design work with tissue paper to prevent dirt marks. **Clean off excess wax or adhesive** (which collects dirt).
22. **Put date on back** of art board.
23. File completed design so that it can be used again.

Signs and banners

DO:

1. **Edit and rewrite copy** if necessary. Use a thesaurus and dictionary if in doubt.
2. **Highlight the important copy,** i.e., date, name of event.
3. Keep copy as **concise** as possible.
4. **Vary** type style or printing technique to create interest.
5. **Choose a printing style appropriate to the event** or organization (i.e., don't use dripping red paint for blood bank program).
6. Choose a printing style that is **easy to read.** Remember most signs and banners are read from a distance.
7. Indicate **sponsorship** whenever possible.
8. **Use guidelines** in pencil when laying out copy.
9. Choose a paint or ink **appropriate for the final location of the sign.** Use acrylic paint for outdoor banners. (Other paint will run in the rain.)
10. **Use an opaque or overhead projector** to enlarge an image on wall-mounted paper. Draw the image on the paper in pencil.
11. **Erase** all guidelines before posting.

Fliers, posters, brochures
DON'T:

1. **Don't bleed copy** or design all the way to the border unless the printer can handle the printing job.
2. **Don't use small screens** or shades. (They don't print well on a copy machine or a paper plate.) A metal printing plate is usually necessary for small screens.
3. **Don't use more than one type of screen** on a simple printing job. Many screens complicate the printing and the design may look crowded.
4. **Don't use a screen over lined board.** The black tones screen will make the photosensitive blue lines black (thus causing the lines to print).

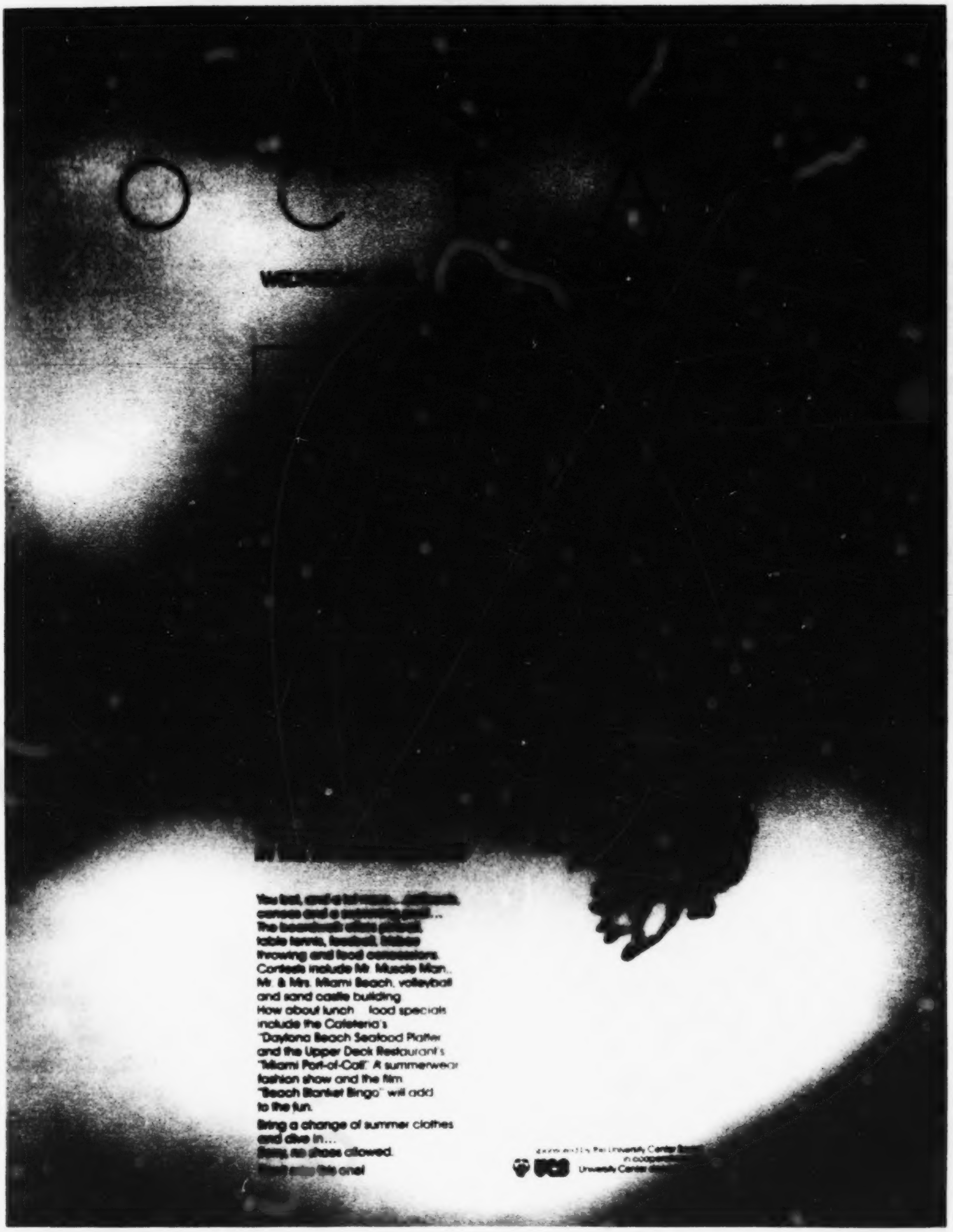
Appendix 3-3
From Animals to Unicycles
Creative Promotional Gimmicks

1. Rent an elephant, a cow—any **animal**—and walk it around campus with publicity about an event.
2. If you have a public address system in the union, bookstore, or cafeteria, make **announcements** about your event.
3. Have an **artist** make posters or banners in the middle of the quad to create interest.
4. Give away or sell **balloons** at a big event, i.e., the big game, homecoming, registration, etc.
5. Use **banners** on major buildings, on fences near major traffic points, or on a bus or a car driven around campus.
6. Use campus **chalkboards** for advertising an upcoming event. Use a catchy heading.
7. Have **blotters** printed with yearly or quarterly activities. Sell advertising space to help defray costs.
8. Try **body painting** in a well-trafficked area.
9. Print attractive **bookmarks** advertising a series of events. Distribute them in the bookstore and in libraries.
10. Make **book covers** publicizing quarterly events.
11. Try **bumper stickers** with a slogan or logo for both cars and bikes.
12. Post attractive information on shuttle **buses.**
13. Try advertising by well-used **bus stops** on campus. This is a good way to reach off-campus students, faculty, and staff.
14. Use **buttons** to advertise a program or series. Make sure they are distributed to key people on campus: the president, deans, student government people, resident assistants, etc.
15. Use a **campus events tape** to publicize events and services. Be creative in writing copy.
16. **Place printed information** on car doors or windshields. Just make sure it's OK with campus regulations.
17. Post announcements on the backs of **cash registers** in the bookstore or other sales areas.
18. Have an artist create a **chalk drawing** on a sidewalk during a prime time of the day to promote a program. Before drawing, make sure it can be removed easily.
19. Set up a **closed-circuit TV system** with four or five campus outlets that scan the campus calendar.
20. Print your message on **coffee cups, napkins, paper plates,** or other **utensils.**
21. Paint your message on **construction fence** areas.
22. Create a **core group of enthusiastic people** who have extensive information about your program who will speak to campus clubs and organizations. Try faculty and staff groups, too.
23. **Co-sponsor** programs with other groups. You'll develop greater support for programs and increase your volunteer base.
24. Rent or borrow a **costume.** Wear it and pass out information. Exploit holiday themes, too.
25. Write **creative and catchy copy** for all promotions. If your program doesn't sound exciting, who will go?
26. Create your own **display area** for a series, performance, program, or service.
27. Use **door hangers** to reach residential students. How about, **"Do not disturb . . . unless you're going to the Coffee House?"**
28. Use **educational TV stations** to preview upcoming events.
29. Post information in **elevators.** You'll get a captive audience.
30. Involve **faculty.** Invite them to announce a program in class or ask for their assistance in planning an event.
31. Involve the **food service** in promoting an event with an ethnic theme.
32. Reach all those **football fans** by using **flash cards** to promote an event at a game.
33. Write the title of your program in a number of **foreign languages** on a poster. This will create interest and may attract additional foreign students to your event.
34. Have special **fortune cookies** made with information about upcoming events. Give them out free or convince the food service to help distribute and pay for them.
35. Give out **free tickets** to upcoming events with purchase of records by the artist at the bookstore, or attach them to items in a vending machine, or give them to opinion leaders (newspaper critics, important faculty, the president, student government). Announce the availability of **free tickets to free events.** This helps publicize that you do freebies.
36. **Give away** posters, book covers, buttons, or key chains before an event or series to create interest.
37. Post notices in local **grocery stores** frequented by faculty, staff, and students.
38. Arrange for advertising on the **Goodyear blimp.**
39. Slip little notes in the louvers of **gym lockers.**
40. Have painters' **hats or caps** imprinted with publicity.
41. Exploit upcoming **holidays.** Do Halloween, Valentine's Day, May Day, or Ground Hog Day programs.

42. Use **inserts** in campus newspapers and magazines whenever possible.
43. Pass out **leaflets** to cars as they enter campus. **Leaflet all lines** on campus: registration, the bookstore, a major film series.
44. Make the event publicity a **living thing** that carries through the theme of the event (a brief section of a play, comedy routine, or musical event).
45. Place posters of events in **local shops** and eating and drinking establishments that students frequent.
46. Use **logos** consistently.
47. **Give out tickets** to future events or concerts in conjunction with half-time activities at major athletic events.
48. Develop **mailing lists** that build around different subject areas (i.e., film, art, etc.).
49. Utilize all resources of campus **newspapers.** Use ads, press releases, photographs, and classifieds. Develop a good working relationship by inviting campus media people to a meeting so you can explain your program. Try a newspaper supplement.
50. Announce upcoming events in **noon concerts.**
51. Use **odd-shaped posters** (triangles, ovals, etc.).
52. **Paint windows** with upcoming event information or graphics to emphasize a program.
53. Have a lunch series and print your **posters on paper bags.**
54. Use **paper footprints** on the sidewalk with information on a specific program or have the steps lead to the event. Make sure they can be removed later.
55. Give away specially printed **pencils.**
56. Use specially printed **place mats.** They are cheap to print and can double as a poster. Use FDA approved ink.
57. Print **pocket calendars** with upcoming events and phone numbers.
58. Exploit all **post publicity.** Let the news media know about the success of your event (i.e., sold-out concert, results of the College Bowl Tournament). Use photographs whenever possible. This is a good way of promoting your organization and similar future events.
59. Use **press kits** from agencies providing you with talent.
60. **Preview** upcoming events during other campus programs.
61. Arrange to have **public service announcements** on local radio and TV stations.
62. Do **radio previews** on the campus radio station.
63. Record companies will supply biographies and **records** of those scheduled to perform on campus; play them on the campus radio station and display them in the bookstore.
64. Ask the bookstore to create displays of **records or books** related to your event.
65. Plan to **rehang posters** to ensure adequate publicity. Posters tend to disappear.
66. Post notices in campus **restrooms.**
67. **Restroom bulletin boards** or **chalkboards** are neat places for program information, and they can also cut down on permanent graffiti.
68. Solicit **reviews** from campus media for all events, i.e., concerts, plays, a crafts fair, art exhibit, even a special food service meal.
69. Use **roving musicians** to publicize an event. Have them serenade the president or dean.
70. Use **sandwich boards** to publicize events. Hang them on people who will walk around campus.
71. Create **satellite ticket booths** around campus. Put up a big sign a week before tickets go on sale indicating a ticket booth will be here soon.
72. Start a **scrapbook** of creative publicity ideas for future committee members.
73. For **series programs,** develop a few well-placed posters with a standard format that remains the same while the program information may change from event to event. Develop a logo for series to the different information to the overall theme.
74. **Skits** can always be used as publicity.
75. Try **sky writing.**
76. **Silkscreen T-shirts** and encourage people to wear them regularly. Let people know who the sponsor of the event is by wearing the T-shirt at the event.
77. Advertise in the **student directory.**
78. Use **table tents** in the union and residence halls.
79. Set up a **tape recorder** or **record player** in a common area and play works of an artist who will be appearing on your campus soon. Include an appropriate display while the record is being played.
80. Use **teasers** in the form of ads, posters, buttons, pins, radio announcements, newspaper ads, etc. Intensify the coverage as the event draws near.
81. Trying to get a special person to an event? Try sending a written or singing **telegram.**
82. Distribute fliers **under doors** in the residences. The four o'clock in the morning phantom can create some unexpected excitement.
83. Dressed in an outlandish outfit, have someone ride a **unicycle** around campus while handing out fliers.

*Adapted from **The Publicity Manual** by Nancy J. Mattie and John Dale Kennedy of California State University–Long Beach.*

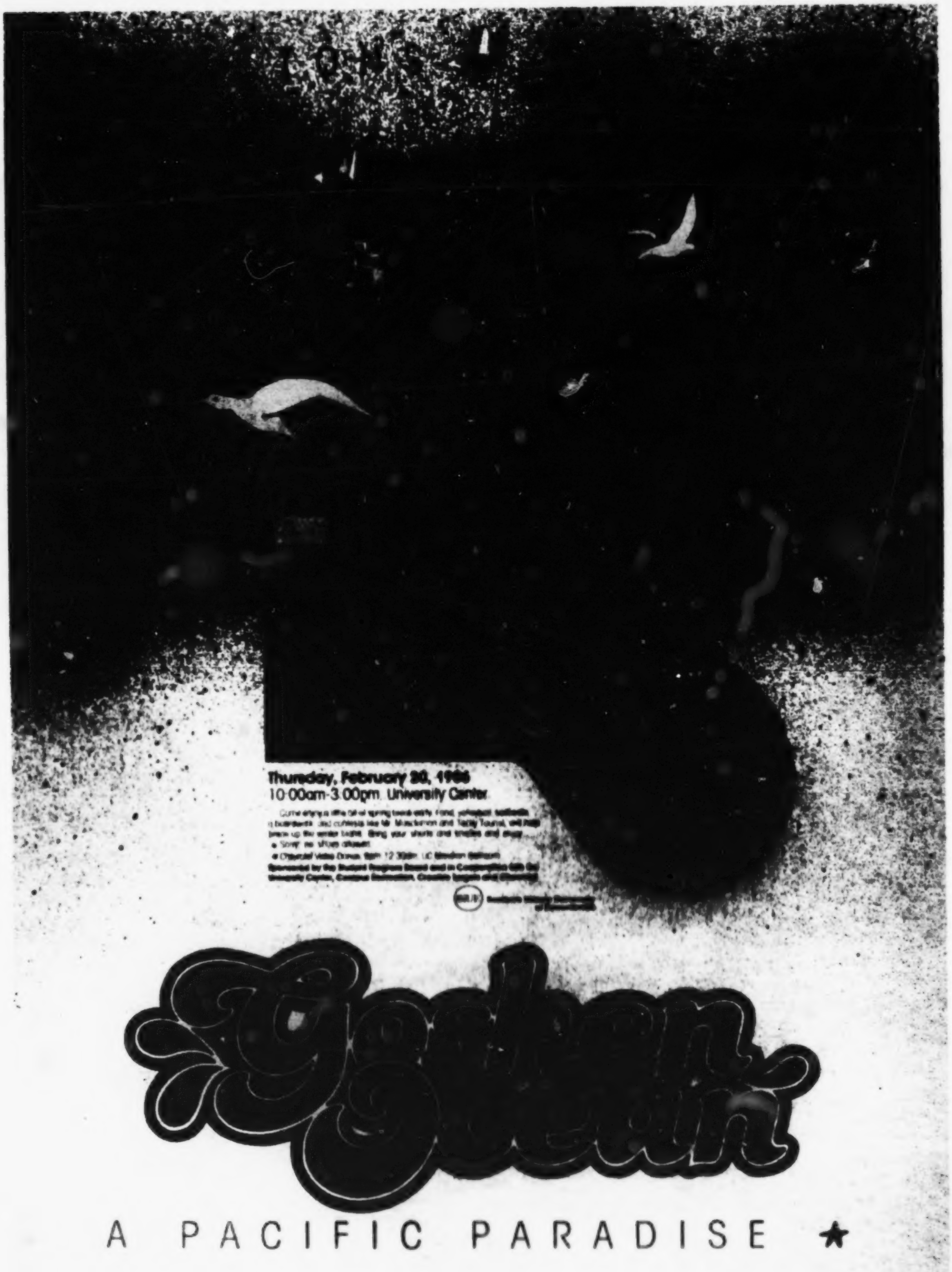
Appendix 3-4
Union Promotion Examples



[illegible]...
The boardwalk [illegible]
table tennis, [illegible], frisbee
throwing and food concessions.
Contests include Mr. Muscle Man,
Mr. & Mrs. Miami Beach, volleyball
and sand castle building.
How about lunch … food specials
include the Cafeteria's
"Daytona Beach Seafood Platter
and the Upper Deck Restaurant's
"Miami Port-of-Call." A summerwear
fashion show and the film
"Beach Blanket Bingo" will add
to the fun.

Bring a change of summer clothes
and dive in…
Sorry, no shoes allowed.
[illegible] this one!

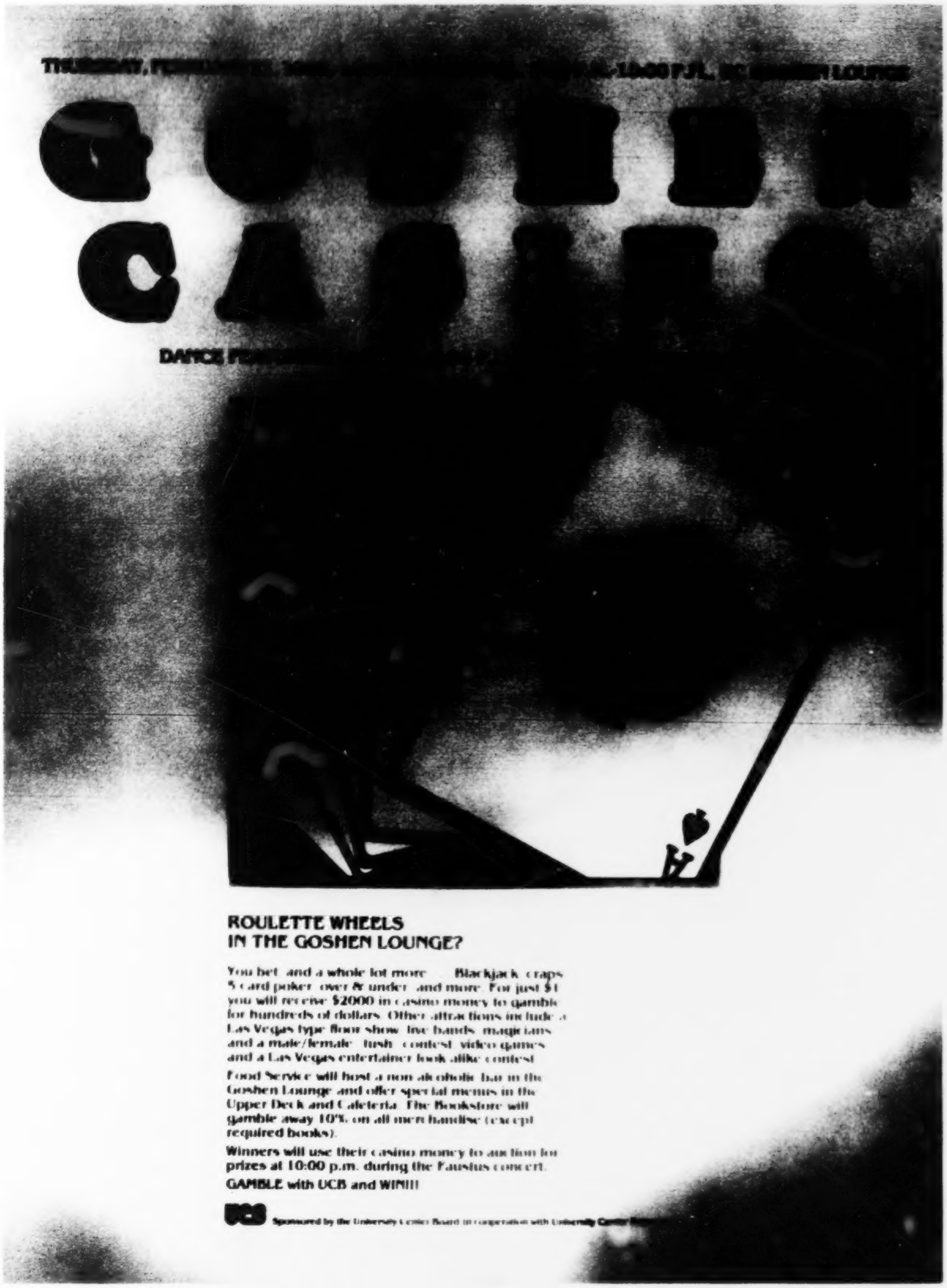
[illegible] the University Center [illegible]
in cooperation [illegible]
University Center [illegible]



Thursday, February 20, 1986

10:00am-3:00pm University Center

A PACIFIC PARADISE ★


THURSDAY, [illegible] 10:00 P.M. [illegible] LOUNGE
G[illegible]
CA[illegible]
DANCE [illegible]

**ROULETTE WHEELS
IN THE GOSHEN LOUNGE?**

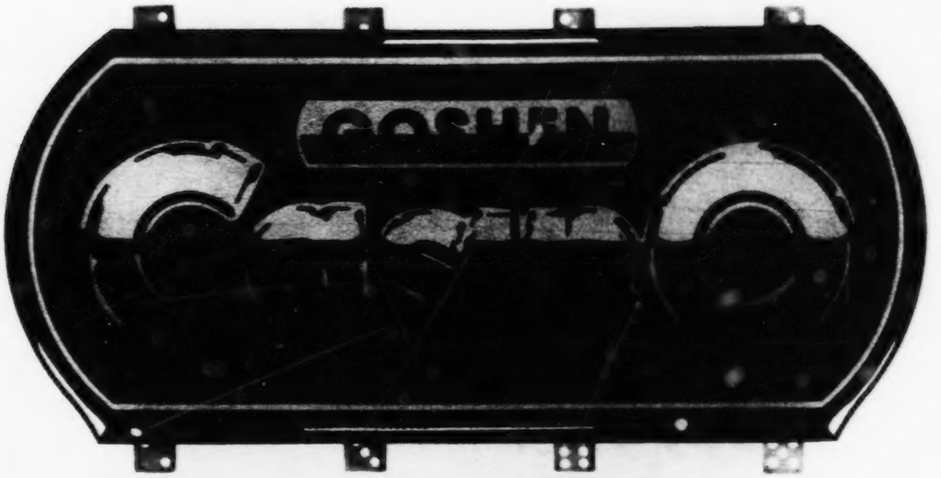
You bet, and a whole lot more . . . Blackjack, craps, 5 card poker, over & under, and more. For just $1 you will receive $2000 in casino money to gamble for hundreds of dollars. Other attractions include a Las Vegas type floor show, live bands, magicians and a male/female "tush" contest, video games and a Las Vegas entertainer look alike contest.

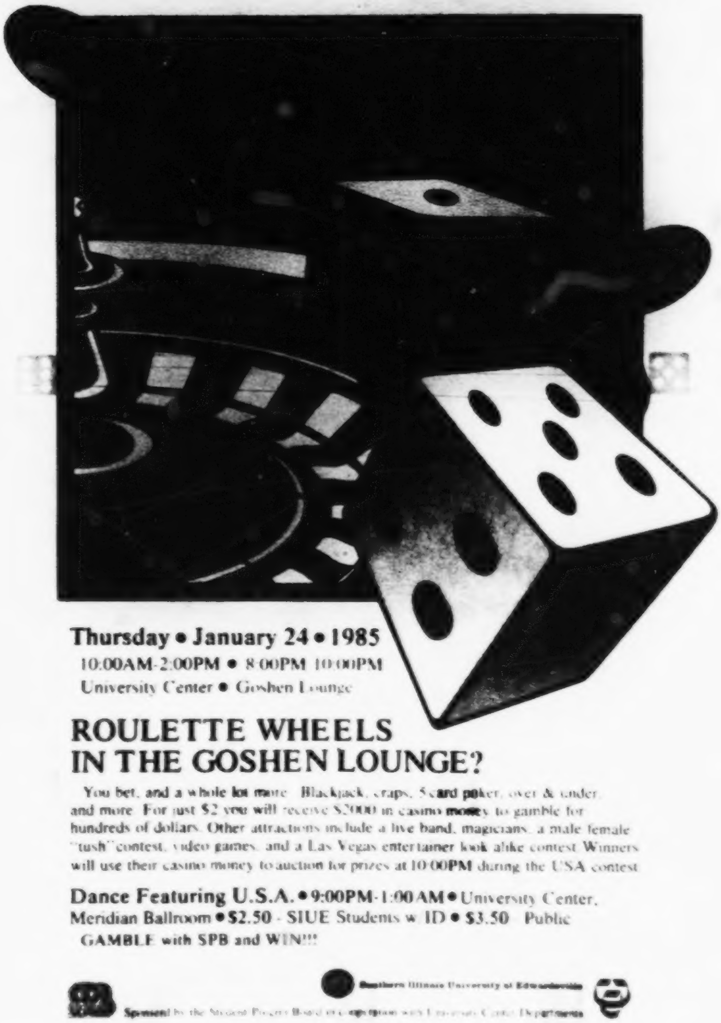
Food Service will host a non alcoholic bar in the Goshen Lounge and offer special menus in the Upper Deck and Cafeteria. The Bookstore will gamble away 10% on all merchandise (except required books).

Winners will use their casino money to auction for prizes at 10:00 p.m. during the Faustus concert.

GAMBLE with UCB and WIN!!!

UCB Sponsored by the University Center Board in cooperation with University Center [illegible]





Thursday • January 24 • 1985
10:00AM-2:00PM • 8:00PM-10:00PM
University Center • Goshen Lounge

ROULETTE WHEELS IN THE GOSHEN LOUNGE?

You bet, and a whole lot more. Blackjack, craps, 5 card poker, over & under, and more. For just $2 you will receive $2000 in casino money to gamble for hundreds of dollars. Other attractions include a live band, magicians, a male female "tush" contest, video games, and a Las Vegas entertainer look alike contest. Winners will use their casino money to auction for prizes at 10:00PM during the USA contest.

Dance Featuring U.S.A. • 9:00PM-1:00AM • University Center, Meridian Ballroom • **$2.50** - SIUE Students w/ ID • **$3.50** - Public

GAMBLE with SPB and WIN!!!

Southern Illinois University at Edwardsville

Sponsored by the Student Program Board in cooperation with University Center Departments

THE COMPTON UNION OPEN HOUSE SEPTEMBER 11, 12, 13

featuring

CUB Trivia

[illegible]

ANSWERS

Which CUB tenant publishes the campus Directory? ____________

Which service asks students to "leave the writing to us"? ____________

Which area is the site of the new 24 hour study area? ____________

If you lose it, you pay ten dollars here. ____________

This area consists of approximately [illegible] lanes. ____________

____________ Which food service area is the one with the neon sign?

____________ What past CUB Hotel guest is now president of the university?

____________ At what office are the long lines for [illegible] classes?

____________ 200 dozen cookies a week are sold at this area.

____________ Besides its primary function, you can also change your address here.

Where can a negative turn into a positive? ____________

Which food area is the only one with a sandwich bar? ____________

Which CUB tenant, by any other name, would be a rose? ____________

Home of the 1982 National Bowling Champions. ____________

Where can you get ahead with the latest style? ____________

____________ What bank operates the new cash machine at the west entrance?

____________ Where can you dream of a Hawaiian vacation break and turn it into reality?

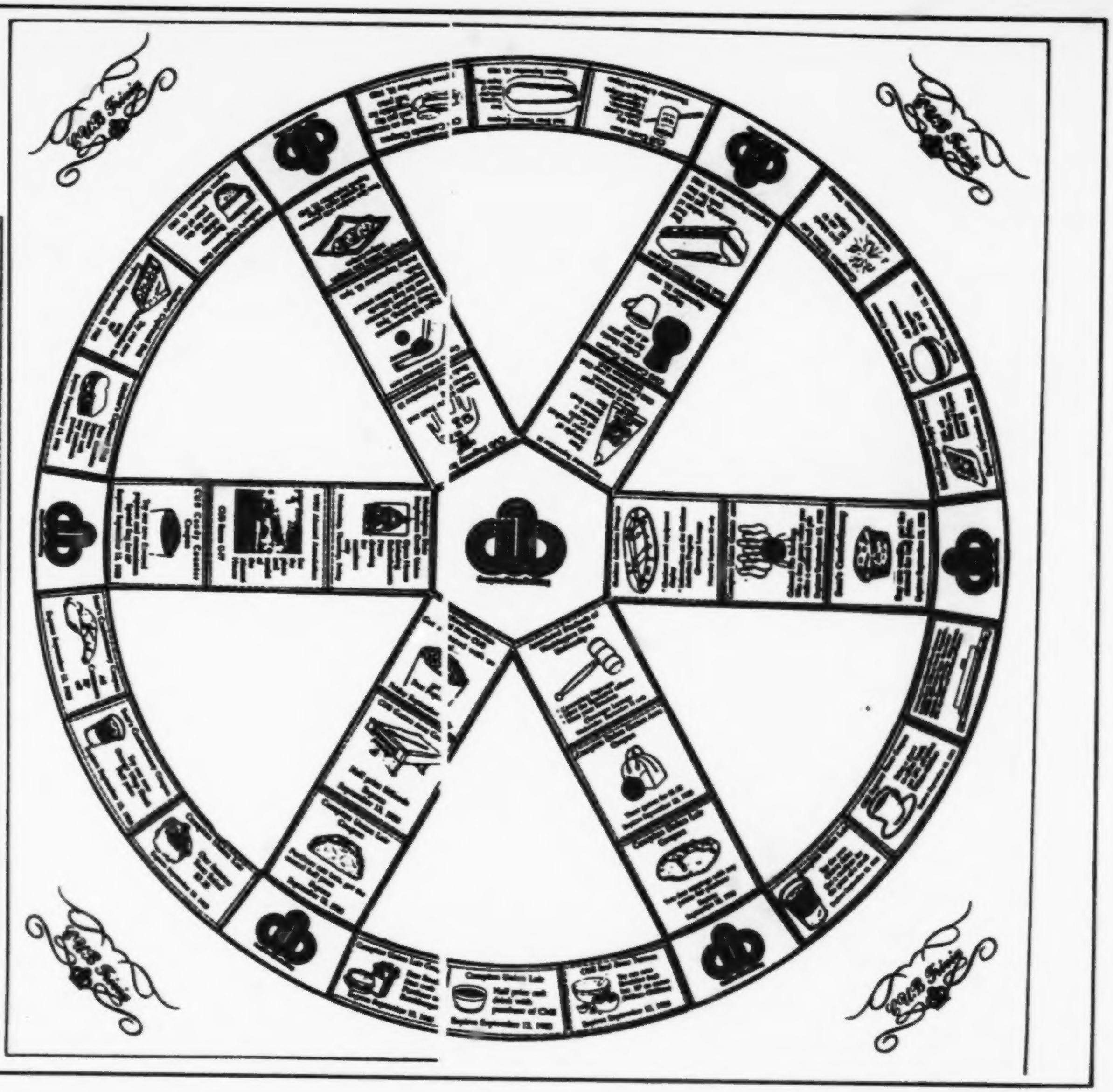
____________ This area is the home of the Taco and Potato Bar.

____________ Which business can make you look sharp for that all-important interview?

____________ Which two CUB tenants are part of the Exchange?

[illegible]

NAME____________________ PHONE____________



texas is coming!

TEXAS BBQ

$2.99

Monday-Friday 11:30am - 1:30pm

Each day, a different menu
of exciting foods
Tresidder Front Patio

TEXAS BRUNCH

$4.00

Saturday before the Game
10:30am - 12:30pm

A full brunch with carved meats
Grand Marketplace
(formerly the Main Course in Tresidder Union)

Sponsored by Tresidder Food Service

The Stanford Cardinal football team takes on the visiting Texas Longhorns on Saturday, Sept. 28. A little bit of Texas will be present at Tresidder Union every day beginning Monday, Sept. 23 — leading up to the game on Saturday. Our "Stanford Stampede" will get you in the mood to cheer on the Cardinal as they beat the . . . . out of those Longhorns.

Go Cardinal! Beat Texas!

tresidder union

Chapter 4
Developing a Marketing Program

This chapter examines the process of developing a marketing program for the college union. This process begins with the development of a market orientation in the union or student activities organization and is followed by the development of a mechanism to support the marketing area.

After the union addresses the issue of organizing the marketing function, it should begin to develop a marketing master plan.

With the information provided in this chapter, you can:

1. Assess the level of understanding of and commitment to marketing within your organization.
2. Learn how to develop a marketing orientation for the organization.
3. Examine different marketing models for unions and student activities organizations.
4. Develop written and phone surveys and personal interview techniques.

Section A:
Developing a market orientation

This section examines the following issues:

- What types of orientations are usually displayed by organizations?
- What are the benefits of a market orientation?
- How can the union develop a market orientation?

Types of orientations

Organizations typically exhibit at least one of four orientations: a production orientation, a product orientation, a sales orientation, or a market orientation.

The production-oriented organization pursues efficiency in the production of programs and services as well as the distribution of products to customers. At its extreme, it could be likened to a bus driver who is so obsessed with speed and timely performance that, when running behind schedule, he passes potential riders at several bus stops so that he can arrive at his last stop on time. The cafeteria provides a union-related example of a production orientation. For maximum efficiency, it might close at 5 p.m. even though many customers would still like to purchase food after this time.

Other union food services have dealt with the issue of keeping the doors open to evening students. Were those decisions based on efficiency or students' needs or both?

A product-oriented organization focuses its major activities on the products, programs, facilities, and services it thinks would be good for the public. A union example is the Saturday night disco dance offered year after year, even though student interest in disco died years ago.

The sales-oriented approach concentrates on stimulating user interest in existing products, programs, facilities, and services. American car makers emphasizing and promoting big cars when most Americans wanted smaller, more fuel-efficient vehicles illustrate the sales orientation. An example from the union would be a union devoting significant time and money to promoting bowling lanes even though the campus has beautiful weather year round, 90 percent of the students spend most of their recreation time outdoors, and interest in bowling on campus has declined significantly.

The market orientation is the most desirable for the union. With this approach, the main task is determining the needs and wants of target markets and satisfying them through the design, communication, pricing, and delivery of appropriate and competitive products, programs, facilities, and services. An example of a union displaying a market orientation follows:

The traffic in the union at State College had declined every year for the past five. The new union director decided to identify the needs and desires of students on this medium-sized commuter campus through a major marketing research project. The results showed the union facility was severely lacking when compared to what students wanted.

The staff developed a plan to renovate the union food services and revamp the program department based on trends noted in the research results. Students were consulted on all aspects of the renovation and reorganization including design, content, pricing, and hours of operation. When the new services opened, they were truly geared to the needs of the student body. The union then designed and implemented an aggressive communications plan to inform students of what was available. As a result of this market orientation and follow-through, the traffic in the union increased dramatically in the first year after the renovation and reorganization.

Benefits of a market orientation

A well-developed market orientation helps the union become a more responsive organization that senses, serves, and satisfies the needs and wants of the students, faculty, staff, alumni, and guests. The union can become more adaptive by developing systems for monitoring and interpreting important environmental changes (i.e., demographics and competition), while showing a willingness to revise its goals, objectives, organizational structure, and systems. It can also become more entrepreneurial, exhibiting a higher level of motivation and the capability to convert new opportunities into successful programs, services, and facilities.

Changing to a market orientation benefits the union in several ways. Programs and services can better keep pace with consumer tastes and preferences. Consumers display greater levels of satisfaction and usage rates increase. The union spends its advertising dollars more effectively. In general, the union becomes a more dynamic organization, adapting quickly to external forces. With a market orientation, the union can strengthen its position in times of declining enrollments and dwindling budgets. And if the seeds are planted properly, the union can experience steady growth in attendance at programs and usage of its services and facilities.

How to develop a market orientation

Any efforts to develop or strengthen a union's market orientation should begin with the important first step of developing an overall marketing strategy unique to that union. In developing the strategy, the union needs to put together a marketing master plan that includes a mission statement for the union, its annual goals and objectives, and a plan for the provision of marketing services. The staff of the union should formulate these plans and reach consensus on union marketing goals. The master plan communicates marketing goals to others and provides criteria for evaluating marketing efforts. In short, it serves as the backbone of an effective marketing program.

To develop this universal marketing philosophy, the union staff should assess the current marketing health of the organization and use this information to focus their efforts. A careful analysis might reveal a variety of orientations in the union. The cafeteria might be production-oriented, the bookstore product-oriented, and the program committee sales-oriented. To assess current marketing effectiveness, consider how the staff views the consumers' needs and wants. Do they consider it beneficial to offer different options to different segments of the campus population? Are major marketing activities well coordinated within the union? Are research studies conducted with current and potential users? How well is the marketing philosophy articulated and implemented throughout the organization? How quickly can the union respond to a change in the desires of the campus?

Questions such as these appear on the Market Orientation Rating Instrument at the end of this Chapter (see Appendix 4-1). The union should complete this instrument at least once a year to monitor its progress toward becoming a market-oriented organization.

A market-oriented organization has the following characteristics:

- At least one member of the union staff is assigned broad marketing responsibilities.
- The union director understands marketing.
- Marketing goals and objectives are included in contracts with outside agencies (i.e., food service, copy centers, etc.).
- Comprehensive market research activities are undertaken and updated periodically.
- A comprehensive marketing communication program is instituted, utilizing a consistent image for the union.
- Marketing knowledge is integrated into personnel selection, orientation, and training.

Marketing responsibilities should be included in job descriptions. The union staff should be taught how to utilize marketing services through workshops on market research, effective advertising copy and design, and similar topics. Performance reviews should include the ability of staff members to market their operations.

With a basic understanding of marketing and how a market orientation can be developed, the college union is prepared to become a responsive, adaptive, entrepreneurial organization that serves its campus well.

Section B:
Establishing the marketing organization

This section examines the following issues:

- Does the college union need a formal marketing function in order to market its programs and services more effectively?

- What are some alternative means of marketing the union?
- What steps can be taken to establish a formal marketing department?
- What are the most effective projects to work on initially?
- How can the marketing function be expanded over time?
- After addressing these issues, is the union a market-oriented organization?

Today almost all good-sized businesses, much of the public sector, and an increasing number of non-profit organizations have created an organizational entity to support the marketing function. However, the majority of college unions have not yet established formalized marketing organizations. Why have so few unions organized the marketing function when so many businesses and non-profit organizations see marketing as a key to success? Some possible answers include:

- "It is inappropriate." Some people in higher education feel it is inappropriate to market their programs and services. To many people, marketing simply means sell, sell, sell. They believe such an aggressive strategy is not suited to the university environment.
- "Why fix it when it's not broken?" Many college unions are already heavily used, and their staffs work long hours just to keep up with all the bustling activity. Why try to bring in more people when everything's going so well?
- "But it's already being taken care of." Some unions already have student interns or staff to handle advertising and public relations. As far as these unions are concerned, that's all that's needed.
- "Marketing is everyone's job, from the director to the bookstore clerk." marketing department is established, some directors fear everyone will sit back and wait for the marketing director to perform magic.
- "It won't contribute enough." Some unions feel marketing is important but think a new marketing position would not contribute enough to offset the salary of a marketing coordinator.
- "We're too small!" Unions at very small colleges may not see a need to set up a marketing organization when they may have only one or two staff members for the entire union operation.

Obviously, not every college union or student activities department has to have a marketing department. But *every* organization should be involved in some marketing. The key is knowing whom you serve and responding appropriately to their needs. Whether this can be accomplished with or without a formal marketing organization depends on the individual circumstances.

An organization is involved in marketing even if it does not realize it. For example, union departments, student activities, and every union program committee perform the following marketing activities:

1. Identify markets and study their needs. (Gear programs to students, faculty and/or staff)
2. Develop products and services. (e.g., films, lectures, leadership opportunities)
3. Determine prices of products and services. (Decisions about student fees, admission prices, time required of student volunteers)
4. Distribute products and services. (Decisions about time, place, and delivery method)
5. Promote products and/or services. (Ads, fliers, posters, publicity)
6. Evaluate.

Considering a formal marketing department

When considering establishing a formal marketing department or position, the first step should be putting together a *marketing study committee*. This committee should be responsible for:

1. Identifying the marketing problems and opportunities facing the union;
2. Assessing the needs of the various department heads (i.e., food service manager, recreation center manager, etc.) for professional marketing assistance; and
3. Making recommendations to the director or governing board, which should include information on the potential results (i.e., increased revenues, speed in responding to changes in community needs, a greater number of needs met, better service, additional consumers, etc.).

This committee should consist of representatives of the organization and the community it serves. This could include department heads, students, a marketing professor or off-campus marketing professional, an assistant director, a university staff member, and community residents.

A more expensive alternative to this committee approach is to hire a consultant to perform a marketing audit of the organization.

Regardless of the method used, the director or governing board should review the recommendations for both financial and non-financial outcomes such as improved image and greater participation by volunteers. While financial realities must be considered, concentration should be on how the organization can best meet its goals and objectives.

If the final decision is to *not* establish a formal marketing department, then the union needs to consider alternative ways to perform the essential marketing functions.

Alternatives

A union that recognizes it is already engaged in some form of marketing may realize some formal staff

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positions include marketing activities. So why create another department called marketing if the advertising coordinator, program director, and departmental managers are the union's marketers? The answer is that these positions are just pieces of the effort, not the whole. For example, the advertising coordinator might be skilled only in graphic design or copywriting; the program director and departmental managers may be skilled at just one or two of the marketing activities; usually, none are skilled in marketing research and analysis, and the other demands of their jobs may handicap their effectiveness as marketers. Even though several people may be involved in some phase of marketing, the overall union marketing effort may be ineffective.

Resources necessary for an effective marketing program are available without incurring the expense of establishing a formal marketing position. The union that cannot afford a new full-time staff position might obtain marketing assistance by:

- recruiting a marketing professor to serve as a consultant;
- recruiting marketing majors to become involved;
- establishing a graduate assistantship or internship in marketing;
- hiring an outside firm to consult on specific parts of the marketing program;
- sending key staff to classes and seminars to develop their marketing skills;
- expanding a current staff position to include responsibility for marketing, with the stipulation that the staff member has enough time to be effective; and
- hiring some part-time assistants from the business school.

Exercise these alternatives with caution. Because the union may be drawing on volunteer services, don't expect miracles. These people may be offering advice without the benefit of research data or enough time to analyze the problem properly. In addition, they may not have the expertise to recommend a course of action. Although these alternative methods will not do a complete job of creating a market-oriented organization, they can produce some positive results.

At what level?

The union that decides to establish a marketing department must determine the proper level of responsibility and develop the job description and recruiting strategy. What type of full-time position should be created? Several options are available. The marketing function could be handled as an assistant director position, or it could be designed as a coordinator position reporting to one of the assistant directors. It could also be an assistant to the director position reporting directly to the director.

Each option has its own advantages. The marketing coordinator position enables the staff member to concentrate more heavily on specific marketing programs. This person may be viewed as a resource or consultant for the organization, not necessarily as a policy maker. An assistant director position has more direct authority and the ability to participate in setting policy and strategy. An assistant to the director position might enable the marketing person to have more top management support by virtue of the close ties with the director.

The following guidelines can help ensure success:

- Adopting a marketing approach and establishing a new position requires top-management support 365 days of the year, not just at the outset. Therefore, the marketing staff position should never be far removed from the director. Open lines of communication are very important.
- The marketing person should have sufficient authority to implement programs approved by top management effectively and efficiently.
- Preparation should be made in advance. Orient department heads and other staff members to the purpose and scope of the new marketing position and address all concerns before the position is filled.
- The entire organization should realize that adopting a marketing orientation requires new approaches to planning. Planning time lines and processes may need to be adjusted to allow for the consideration of market research data. The planning process may take a good deal of time and involve several steps, but it results in more effective plans for the organization.
- The organization should have patience. Dramatic changes do not occur overnight. It may take three or five years for the organization to switch to a total market orientation and begin to reap the benefits.

Job descriptions

After the organization level of the new position is determined and methods are established to implement some of the guidelines, a job description outlining the functions, responsibilities, and liaison relationships should be written. Appendix 4-2 provides a job description that is best suited for a medium-sized college union. For student activities offices and large or small unions, significant changes may be necessary. As in all new positions, to give the person the best chance for success, do *not* load up the new marketing person with a wish list. The job description should be a manageable collection of functions and responsibilities.

Recruiting strategy

Once the job description is written, the next step is to develop criteria for selecting the right person. The union must decide what type and level of experience and education the position requires.

The person selected should have significant marketing experience and education, plus familiarity with college union programs and services. Because of the relative scarcity of people with experience both in marketing and college unions, the union director should determine what level of qualifications will be required.

The ideal qualifications include college union experience, with some previous experience in marketing services, a good understanding of the college environment, and an MBA or a master's degree in some other analytical discipline.

If you can't find someone with work experience in both fields, look for someone who has work experience in marketing services and meaningful contact as a student with the union or student activities.

Recruiting someone with marketing experience may be difficult because salaries are typically much lower in the college union field than in business. In this case, the union should look to the increasing number of people with college union experience who have advanced degrees in business or other forms of marketing experience in the not-for-profit sector.

The union wishing to recruit a person with marketing expertise *plus* an understanding of college unions needs some alternative channels of recruitment. Along with announcements through ACU-I, NACA, and *The Chronicle of Higher Education*, some of the following methods might prove beneficial:

- Help-wanted ads in business and marketing publications, especially those aimed at non-profit organizations both on a national and regional basis
- Phone calls to business school faculty for leads
- Job announcements posted in other university departments
- Ads in local newspapers, especially around metropolitan areas
- Ads in the alumni magazine

Adequately exposing the job announcement through these channels should produce numerous qualified applicants.

The traditional selection process may not indicate the most qualified candidate for a college union marketing position. In addition to reviewing resumes, ask candidates to submit examples of marketing communications or market research projects they have done.

Prepare a case problem with characteristics similar to your own campus and have the final candidates prepare a case analysis to be presented sometime during their on-campus interview. This will give you a good idea of the candidates' presentation skills, ability to process information, creativity, and analytical skills.

Getting started

Once hired and oriented to the university and the union, the new marketing director should make an effort to demonstrate the value of a marketing orientation to the union's staff and students. Even if top management has properly prepared the organization, some will be resistant or uncertain about the role of marketing. In view of this skepticism, the new marketing director should select initial projects that can best demonstrate the value of marketing.

The new marketing director should meet with department managers and other key individuals to conduct a needs assessment for marketing assistance. By using this time to describe what can be done (i.e., market research, advice on pricing, etc.), the new director will build good relationships and generate a list of potential projects for the marketing department.

Before committing to any projects, the marketing director should develop overall marketing goals for the union based on consultations with key staff members. The marketing director should then review all requests and select ones that will (1) result in significant increase in revenue or cost savings impact; (2) have a short time from start to finish; (3) have the potential for high visibility if the project is successful; and (4) receive support from top management.

The marketing director should avoid rushing through projects because of a long list of needs. It will be worthwhile in the long run to do things correctly and completely, rather than racing through projects without thinking them out and evaluating their effectiveness.

The marketing director should complete some standard projects within the first few months on the job. To build the support and knowledge necessary for a successful marketing program, the marketing director should plan and conduct some marketing workshops for department managers and interested staff and students. These workshops should be designed to educate participants about various concepts in marketing (i.e., tips on effective advertising, creative promotional programs, analysis of market research data, etc.).

Besides conducting in-house workshops, the marketing director, in conjunction with the union director, must seek opportunities to develop quality working relationships with various opinion leaders and important resources on campus. The marketing director should meet media representatives, the people who shape the community's perception of the union. Packets of information can be distributed to acquaint the media with the union. Luncheons with a similar agenda might be held for student government leaders, campus tour guides, conference planners, residence hall staff, orientation leaders, and influential student organization leaders.

Obviously, all of these meetings and luncheons can't be held in the first few months, but they can all be worth the money and time spent. It may be wise to make such meetings an ongoing responsibility of the marketing director.

After a few projects have been completed, the marketing director can turn to other projects such as surveys, a marketing master plan for the union, advertising campaigns and other forms of marketing communications, special events and promotional programs, and evaluations.

Expanding the marketing organization

One person can't possibly handle all these projects because of the time involved and the variety of skills needed. To assist with the union's marketing efforts, the marketing director may set up several support positions such as student designers, photographers, or marketing interns; committees; graduate assistants; consultants; and additional full-time staff.

One of the most cost-effective additions to the marketing department will be student graphic designers and photographers. The union can most likely identify several students who may be almost as talented as the professionals, but will cost about one-quarter as much ($5 average hourly wage for students vs. $20 and up for professionals). Because graphics and photography services will be needed frequently, it will be more convenient to have them in-house. It is also a good opportunity for students to gain valuable experience.

Some campuses may have *internship programs*. A marketing intern can offer the marketing department quality work for a school term, usually without incurring any labor expenses. The student earns academic credit while obtaining meaningful work experience. Usually these students are juniors, seniors, or graduate students who are interested in a specific topic. This arrangement works well for a union because a student's interest can be matched with a specific need. For example, an internship may be established specifically for market research. Other possibilities include evaluations of existing programs and/or services, assessments of the need for new programs and/or services, and responsibility for all of the union's publicity including promotional events.

If internships are not available, *graduate assistantships* may be another option. This requires some additional funding for the salary and tuition waiver, but it can be a wise investment. As with an internship, the graduate assistantship benefits both the student and the union. The graduate assistant obtains some funding for an advanced degree and valuable work experience. The union receives at least 20 hours of work from a student who is usually mature, dedicated, and eager to learn. The graduate assistant is usually more skilled than the intern and, because of the stipend involved, may exhibit more commitment. Graduate assistants can also be matched to specific needs, whether it's market research or advertising.

Finally, for those unions with a strong need and adequate funding, the marketing director may wish to hire a *full-time staff member* to take responsibility for the more time-consuming marketing components. An advertising manager or production coordinator may benefit the union in several ways. He or she may have more expertise than the director in specific areas such as advertising, design, or research. This, plus the ability to spend more time on specific activities, makes these efforts more productive and allows the marketing director to spend more productive time on other marketing activities.

The Wisconsin Union, Indiana Memorial Union, and Campus Union at University of Illinois at Chicago have additional full-time staff to support their marketing efforts.

Other aspects of the marketing organization

The issue of authority will have to be addressed, regardless of the union's marketing organization. Removing all authority from the unit managers and giving it to the new marketing director is counterproductive. Although this may seem efficient, it will short-circuit the marketing efforts. The unit managers won't fully support these efforts when stripped of their authority; they need to feel some ownership of the marketing program. Because they are closer to their customers than the marketing director is, they can respond more quickly to customer needs.

The best situation is when the unit managers and the marketing director share responsibility for marketing. The marketing director must often rely on informal powers of persuasion to implement proposed marketing programs, which may require an occasional flashy presentation to sell new ideas to the unit managers to gain their full support.

Sometimes unit managers reject even the best plans. When informal powers of persuasion fail, the marketing director must make a decision: When should top management support for the marketing program be used to gain cooperation and approval of the marketing plan? The marketing director should use this judiciously. Abuse of top management support leads to poor relations with the unit managers and endangers future marketing programs.

The marketing director also needs to delineate the modes of operation for the marketing department. In most cases, the marketing department is expected to operate in both anticipatory and reactive modes.

In the anticipatory mode, the marketing director presents proposals to the unit managers and top management. These plans are implemented if approved. These large, complex projects typically involve several units in the union. The marketing director needs to plan ahead and anticipate projects weeks—if not months—in advance.

In the reactive mode, the marketing department responds to requests from either top management or the unit managers. These projects tend to be smaller and geared solely to the individual unit. The marketing department should strive to provide a timely response to these requests.

Marketing systems

Regardless of the size of the marketing department, some systems are needed to support the marketing effort. Many systems might initially appear helpful, but exercise caution. Complex systems involving excess paperwork can alienate students and staff and make the marketing effort a bureaucratic tangle. The benefits of whatever system is selected must be communicated clearly to everyone. Descriptions of a few effective systems used in unions follow:

1. **A marketing manual** should be devised for each unit to assist each unit manager in planning and implementing his or her own marketing programs. The manual should include procedures for requesting assistance from the marketing department, information on advertising, a copy of the annual marketing plan, results of market research, revenue figures and attendance reports, evaluations, examples of past advertising and promotions, and articles on marketing-related subjects.
2. **Forms** should be developed to allow unit managers to request services from the marketing department easily. The forms must be carefully designed to prompt the unit managers to provide all pertinent information. The marketing department should also develop a specific form to be used as an "insert order" for advertising in the campus newspaper.
3. **Record-keeping systems** will be necessary to organize marketing efforts. Some important systems include those for recording marketing-related expenses which need to be charged back to the appropriate units, a binder to collect the completed forms, files to store printed materials and photographs safely, and a scrapbook for newspaper clippings.

A marketing organization alone does not make the union a market-oriented organization

In some small unions, the director is the only staff member, performing the marketing functions in addition to a long list of other responsibilities. In some large unions, a marketing department includes a marketing director, several assistants, and graphic designers. Regardless of the situation, the formation of a marketing organization will not suddenly transform the college union into a market-oriented organization. A market-orientation, as described in Chapter 1, is the union's goal. It will take significant amounts of the following ingredients to get there:

- Top management support
- Effective organization design
- Hiring and recruiting practices that result in customer-oriented employees
- Evaluations and salary decisions which reward market-oriented employees
- Improved planning systems
- Patience

Kotler (1982) estimates it takes at least three to five years to convert a non-profit organization such as a college union into a completely market-oriented organization. The creation of a marketing department can be instrumental in producing a market-oriented organization, but a union can have a fully staffed marketing department and still not operate in a market-oriented manner. It requires more than just the efforts of those people with "marketing" in their title; the key is an understanding and support for marketing throughout the total organization.

Section C:
Developing a marketing master plan

This section examines the following issues:

- What is a master plan?
- Why does a college union need a marketing master plan?
- What should a marketing master plan include?
- How does one develop a marketing master plan?

What is a master plan and why is it needed?

A marketing master plan is a blueprint for providing marketing-related services, which outlines the overall union marketing philosophy. This document can be thought of as an extended job description for the staff responsible for marketing the union. As such, it provides overall direction for the marketing of the union and an evaluative tool to measure the progress of the union's marketing program. One of its purposes is to educate key students, faculty, and staff about the philosophies and expectations of marketing so they can accept the program. This is achieved through participation in the development of the master plan, wide distribution of the master plan after it is completed, and effective integration of it into the orientation and training of new staff and students.

It is *not* intended to be an annual marketing plan, a topic addressed later in this chapter.

A comprehensive marketing master plan should contain the following sections:

1. Mission statement of the union. This is a good time to recall the mission statement, revise it (if necessary), and ensure there is wide understanding of it. Ideally all staff, including student employees and volunteers, should be familiar with it and able to articulate it to others in the university.

2. Statement of overall union marketing philosophy.
3. Long-term goals and objectives of union marketing program.
4. Situation analysis of union and the university community. This section includes:
   - Background information—a brief history of the union and campus;
   - Forecast of changes in the campus market—expected changes in campus size, demographics, etc.;
   - Strengths and weaknesses—a comparison of the union's and the competition's strengths and weaknesses;
   - Opportunities and threats—the potential for opportunities such as the union being offered space in the new business school on the other side of campus as well as the potential for threats such as a new fast-food restaurant and movie theater opening across the street from campus. Or imagine the threat posed by a state legislature that determines sales of sportswear in college bookstores competes unfairly with local bookstores.
5. A brief history of the union's marketing efforts;
6. An overview of how the union plans to handle functions such as:
   - printed material production
   - advertising
   - public information
   - special events
   - public relations
   - market research
   - customer service
7. Umbrella marketing strategies—types of programs the union undertakes to promote itself as a cohesive organization rather than a collection of loosely related services;
8. Individual unit marketing strategies—includes special image considerations and a sense of priorities for each program and service area;
9. Staffing of marketing team—includes brief job descriptions and organizational chart;
10. Marketing planning and control—details the annual planning system and how the marketing program will be evaluated; and
11. General policies and procedures.

How to develop a marketing master plan

If the union is setting up in-house marketing services, the marketing master plan will serve as the cornerstone of the union's marketing efforts. The union staff responsible for marketing should follow these seven steps to develop an effective master plan.

1. Investigate what is being done at other college unions.
2. Interview key staff and students on campus to determine the needs for the marketing program.
3. Prepare a draft of the master plan, distribute it widely, and solicit responses.
4. Prepare the final version and gain organizational approval via the union director and/or union board of directors.
5. Ensure that all key staff and students have a copy and that it is integrated into the orientation and training program for all new employees.
6. Have the master plan printed and bound. It is important that it look official, just as the program board constitution or the room scheduling policies are "official."
7. Review the master plan at least every five years and adjust as needed.

Summary

If a union has (or is planning to have) in-house marketing services, its staff should prepare a marketing master plan. This plan serves as the mission statement for marketing services and includes policies and procedures to guide the provision of these services. The master plan also outlines the overall union marketing philosophy.

The union staff responsible for marketing should develop the master plan carefully. At this stage, the foundation for the success of the union's marketing efforts is laid. Thus, it is essential to ensure that the foundation is firm before moving into full-scale marketing efforts, such as large-scale research projects and expensive advertising campaigns.

Appendix 4-3 contains sample marketing master plans.

Section D:
Information and research

This section examines the following issues:

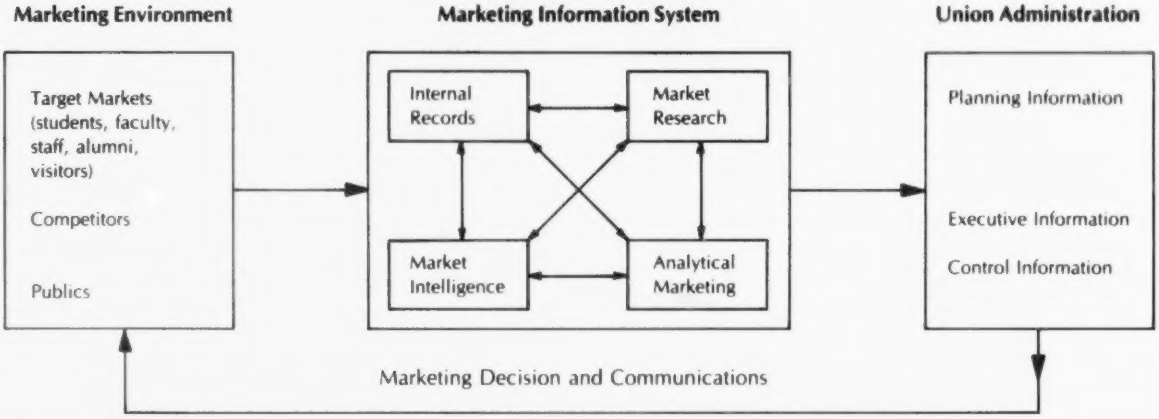
- Why a college union needs a marketing information system
- What a marketing information system is

Marketing information system (MIS)

The term *marketing information system (MIS)* refers to the system for gathering, analyzing, storing, and disseminating relevant marketing information. It should be an ongoing and interactive system involving people, equipment, and procedures. The information that results should be pertinent, timely, and accurate.

College union staffs need this information to make intelligent decisions, especially those pertaining to marketing planning, execution, and control. Figure 4A shows

Figure 4A
Marketing Information Systems (MIS)


Marketing Environment
Marketing Information System
Union Administration
Target Markets (students, faculty, staff, alumni, visitors)
Competitors
Publics
Internal Records
Market Research
Market Intelligence
Analytical Marketing
Planning Information
Executive Information
Control Information
Marketing Decision and Communications

a marketing information flow-chart, indicating different information sources and decision points.

A description of the four major subsystems of the union's MIS follows.

Internal record systems

Every union accumulates information in its day-to-day operations. Food services records how many cups of coffee they sell, the amount of customer traffic, the average check amount, etc. Program committees record which programs fill up, what films draw the largest audiences, what type of music is popular on campus, and perhaps some audience demographics. The union personnel office keeps records on full-time staff and student employees. In most cases, the union has access to student records including address, phone, age, and class standing, through the registrar's office

The union should evaluate the effectiveness of its internal records system. Probably its speed, comprehensiveness, relevance, and accuracy can be improved. Survey key staff to determine needed improvements. The union should not strive to design a system more complex and intricate than necessary, but one that is cost-effective in meeting the union's needs.

Marketing intelligence system

This publication is an example of marketing intelligence. ACU-I conferences and seminars are other examples. While the internal records system provides the union with data on results, the intelligence system supplies the union with data on what is happening on campus as well as in the external environment. A union director asking a colleague at another school about the success or failure of the latest fad in food service is another example.

The union can facilitate the flow of this type of information through:

- periodic visits to other unions;
- regular attendance at professional conferences and seminars;
- a network of colleagues who are experts in certain fields;
- relationships with other people on campus in similar jobs such as performing arts, conferences, and continuing education;
- subscriptions to relevant trade publications;
- "secret shoppers" who visit and report on the union's services and its competitors on and off campus (a shopper is a paid observer who takes on the role of a typical customer unknown to the staff);
- ACU-I Data Bank; and
- a file system, automated or manual, for the storage of this information.

Marketing research system

Marketing research is the systematic design, collection, analysis, and reporting of data and findings for a specific marketing situation or problem facing the college union. More discussion of market research systems is presented in another section of this chapter.

Analytical marketing system

In some cases, the union may wish to utilize a fourth subsystem of MIS, the analytical marketing system, which consists of a series of advanced techniques for analyzing marketing data. These techniques are useful when the union feels it must go beyond the commonsense manipulation of the data. Perhaps a food service director wants to know what will happen to sales if prices are raised 10 percent and the hours are cut back 20 percent. Perhaps the bookstore manager needs to predict how many students will rent videocassettes at a certain price. The techniques employed in the analytical marketing system include statistical and modeling procedures.

Because these techniques require a very detailed, lengthy, and sophisticated explanation beyond the scope of this publication, assistance should be sought from campus experts in these fields (i.e., statistics or business analysis departments).

How marketing information is used

The union decision makers plan, execute, and control the functions of managing the union operations based on the information obtained from these various systems. Timely and accurate information enables the staff to make decisions that will influence programs, services, and facilities, resulting in a healthy, responsive union that serves its campus well.

Section E: Marketing research

Marketing research is defined as the systematic and objective search for, and analysis of, information. The information is then used to identify the needs and desires and/or the solution of any problem in marketing programs and services to the university community.

The market research process can be viewed as a sequence of six steps: situation analysis, research design, data collection, analysis, reporting the findings, and follow-up.

Situation analysis

The first step in conducting market research is to identify and state the problem. The problem identification phase can also be called situation analysis. There are five principal types of marketing problems relevant to college unions:

1. Campus community's needs: What are the needs and desires of the campus population that relate to the union's mission?
2. Target markets and their perceptions: Who are the potential audiences or sets of customers? What are their perceptions of your services?
3. Program/service positioning: What critical aspects of the program or service should be emphasized in the marketing efforts of the union?
4. Consumer decision making: How do students, faculty, staff, alumni, and guests select programs to attend and services to use? How can union marketing influence these consumer choices?
5. Media selection: Which media should the union utilize—and when—to research students, faculty, and staff effectively and efficiently?

Research design

The second step in the research process is to specify the methods and procedures for acquiring the needed information. The union marketer must decide whether to design research as an ongoing effort, for a specific length of time, or as a one-time project. The research design is contingent on the problem defined in the first step of the market research process.

Data collection

Data are the raw facts gathered through research that can be interpreted to provide useful information for decision makers. Data collection, the third step of market research, is time-consuming. One must be very discriminating to avoid collecting useless data or, at the other extreme, overlooking a key piece of information.

Both primary and secondary data may be acquired. Primary data is assembled for the first time by the researcher. Secondary data is that which has been previously collected for other purposes. Data collected by the registrars, industry figures on the general reaction of college students, etc., are examples of secondary data.

Secondary data is not regarded as highly as primary data. Secondary data can be collected from university records, educational and trade publications, newspapers, other surveys, and interviews with experts in the particular field of concern.

Primary data can be collected by quantitative or qualitative forms of research. Quantitative research yields statistics which the union can use to make decisions with confidence that the figures represent what the campus population really wants. For example, "75% of the undergraduates want a commuter lounge in the student union." Qualitative research yields results that define more of the hows and whys, but do not give the union hard numbers. For example, "Some students felt strongly that the union pub's name does not reflect its true character because it was no longer a place to go for dancing."

The qualitative methods include individual and focus group interviews. Focus groups are becoming very popular in businesses and in college unions as a way to obtain fast responses to new products and advertising campaigns. Focus groups are explained in detail in Chapter 5. The major quantitative methods of collecting primary data are observation, experimentation, and surveys.

The *observation* method is generally more accurate and objective than the survey method. One need not speculate whether the respondent's answer is honest and complete. However, this method is extremely costly in time and human resources, making it difficult for many unions to use.

The *experiment* method is characterized by implementing the hypothesis of the research and observing the results. This method is also very time consuming and difficult to adapt to college unions because the test situations must be structured carefully.

Surveys are the most common means of collecting primary quantitative data, and they usually lead to a broader range of data than other methods. The questionnaire's design is the most critical element in this method.

The collection of quantitative data must be systematic and analytical. It should also meet the following criteria:

- Impartiality. Is the data slanted to encourage certain conclusions or attitudes, or is it preserved factually, as collected?
- Validity. Is the data out-of-date, misleading, or unrepresentative? Did it measure what was supposed to be measured?
- Reliability. Is the sample large enough to reflect the group under study accurately? If you took the survey again, would the results be similar?

Telephone interviews, mail questionnaires, and personal interviewing are the principal quantitative survey methods.

Using the telephone interview method, an interviewer asks the interview subject direct questions from a questionnaire. The response rate for telephone interviews will typically be significantly higher than for mail questionnaires. This may not be the ideal method for the college union if the targeted sample is difficult to reach by phone or if the questions are difficult to answer over the phone. Telephone listings may be obtained from the registrar's office or the university personnel office, depending on the targeted sample.

Mail questionnaires offer an objective and controlled presentation and allow respondents to answer questions at their own pace. The biggest drawback with mail questionnaires is the difficulty in obtaining returns. The response rate is usually lower than with phone interviews, and the respondent pool can have some bias, positive or negative, toward the subject matter of the questionnaire because those who are most motivated to return the questionnaire tend to be very familiar with the subject matter or feel very strongly about it. Those who are indifferent or ignorant of the subject matter will probably ignore the questionnaire. Incentives, follow-up mail pieces, and reminder phone calls can reduce this problem.

Address lists may be obtained from the registrar's office or university personnel office. For added convenience, have them printed on adhesive labels in ZIP order so you can use third-class postal rates, which are significantly lower than first-class.

Personal interviews can be the most versatile and informative survey method. The interviewer can observe subjects and ask follow-up questions which are impossible with mail questionnaires. However, it is difficult to use this method and obtain a large enough sample to be representative. There is also the danger of bias. For these reasons, the personal interview should be used only when a large sample is not needed or when time or financial constraints make other methods infeasible.

Research instruments

A good questionnaire is carefully constructed. Imprecise or leading questions can produce useless data. The following general guidelines should be used in constructing a quality questionnaire:

1. Ask only for data that is readily recalled or accessible from records. Guessing brings in unreliable data.
2. Ask for reports of specific events rather than generalizations. For example: "Where did you eat lunch in the past week?" rather than "Where do you eat?"
3. The meaning of a question must be obvious to all respondents. Questions must be simple, direct, and clear.
4. Eliminate all leading questions. Do not suggest answers with the wording of your questions.
5. Concentrate on both facts and attitudes; each is important.
6. Questions must be as easy to answer as possible. A written questionnaire should be attractive and readable, with ample instructions and space for answers.
7. Test one element per question. Avoid questions like, "Why did you stop eating at the coffee house and switch to the cafeteria?"
8. Allow for conditional answers on all questions. Provide opportunities to choose "don't know" or "unsure" options.
9. Arrange questions in proper sequence. They should be ordered logically from beginning to end. The beginning should arouse interest if the questionnaire is brief. If it is a long questionnaire, put demographic questions at the beginning to interest respondents and convince them the survey can be completed quickly.
10. Include a validating question to indicate whether respondents are answering honestly. For example, you can include a fake musical group on a musical preference question.

Sampling

A sample is a part of the whole population that is used to make inferences about the characteristics of the population (Kotler, 1982). Soliciting responses from everyone at the institution is not necessary nor fiscally

Figure 4B
Sample Size Formula

$$N = \frac{Npq}{(N-1) \times (D) + pq}$$

N = total population
p = proportion of people to say yes/no (with perfect probability, $p = .5(50\%)$
$q = 1 - p$
$D = B^2$ divided by 3.84 (ratio of error willing to tolerate)
B = error of estimation (usually estimated at a 95% confidence level, .05)

Thus, for a student body of 13,000 the sample size would be computed as follows:

$$\frac{(13{,}000) \times (.5) \times (.5)}{(13{,}000) - 1) \times (.00065) + .25} = 374$$

wise. A representative sample of students, faculty, and staff can provide enough information to draw conclusions about the entire campus.

The first critical task is to decide *who* is to be studied. Precisely define the populations. Next, decide the *size* of the sample to be drawn from this population. A large sample can be trusted more than a small one, but time and financial considerations are important. College union researchers at Washington State University and Stanford University have used the formula explained in Figure 4B to develop the appropriate sample size.

N is the total population you wish to study, all undergraduate students, for example; "p" is the proportion of yes/no responses, using perfect probability. This equals 50 percent, just like in the flip of a coin example: The probability that the coin will come up heads is 50 percent and the same goes for tails.

Because a sample size of 374 is needed to have a confidence level of 95 percent, add approximately 20 percent more names (75) and draw 449 names (it is assumed 20 percent will be unavailable or unreturned). Response rates of 80–85 percent can be expected for telephone interviews. Mail questionnaires average 30–50 percent for response rates, although some schools have achieved as high as 75–80 percent with strong follow-up programs.

Market research firms usually suggest a sample size of 100 or 400. A sample size of 400 is usually preferable and, if drawn properly, will provide results that can be generalized to the total campus population with a reasonable amount of confidence. For example, with a sample size of 400, let's say 25 percent indicate a desire for video rentals. You can be reasonably certain that 20–30 percent (25 percent plus or minus 5 percent) of the total population desire video rentals. Increasing the sample size beyond 400 will not significantly improve the margin of error, even on the largest college campuses.

Another way to determine appropriate sample size is to ensure that any crucial subgrouping of your sample will be not less than 25. For example, if you wish to make a decision based on what graduate students living on campus think, you should have at least 25 of these people in your sample. This applies to any cross-tabulations you may use, also. For example, the union may wish to see how students who use an off-campus pizza delivery service respond to a potential on-campus service. The sample has to be large enough so at least 25 students in the sample order pizza from off-campus. For more information on sample size, consult a statistics text.

Random sampling is the most effective sampling method because all people within the population have an equal chance of being selected as part of the sample. The union will want to ensure that its random sample is representative in the numbers of night students, commuter students, and so on. Because obtaining a simple random sample is difficult and costly, market researchers often turn to the following restricted probability sampling methods:

1. Stratified sampling. The population is split into strata (smaller populations) on the basis of factors important to the study (i.e., undergraduates, graduate students). A simple random sample is then drawn from each stratum.
2. Judgment sampling. In this subjective method, a sampling expert (i.e., marketing professor) uses his or her judgment to define a representative sample.
3. Quota sampling. With this method, one seeks a quota of responses from groups with certain characteristics; for example, 100 people from the dorms, 100 people from off campus, 50 freshmen, and 75 seniors.
4. Convenience sampling. With this method, a sample is determined by the relative ease of reaching people.

A random sample of students' names, addresses, and phone numbers can be obtained from the campus registrar's computer. If this is not possible, a more time-consuming technique is available. Let's say the union requires a sample of 400 students, and there are 809 pages in the student directory, with 40 names per page. Pick a number out of a hat at random. Use that number—let's say it's 10—and on every other page in the phone directory, select the 10th name on the page. This will provide the desired sample.

Analysis

Once all the data has been collected, it must be analyzed and interpreted. The data is not useful until analyzed. Analytical tools include cross-tabulations, frequency distributions, means, and so forth. A cross-tabulation is the intersection of the set of people who responded to question A in a certain way and the set of people who responded to question B in a specified way. For example, suppose question A asked respondents if they eat pizza more than once a week. Question B asks if they have eaten pizza at the union's pizza parlor. The cross-tab results would give the number of people who eat pizza more than once a week and have eaten at the union's pizza parlor.

Frequency distributions are simply the number of responses received for each option. For example, a question asks the students' class status. The frequency distribution might look something like this:

Freshmen	100	25%
Sophomores	150	37.5%
Juniors	100	25%
Seniors	50	12.5%

Means represent average responses. For example, the average age of students responding might be 21.3 years.

In analyzing the results, you must also judge the survey's validity and accuracy. To judge validity, examine the response rate and the resulting pool of respondents. If the sample included an equal share of each class, and the respondent pool shows only 10% seniors, then the study's validity might be questioned.

The survey results must then be examined, question by question, and interpreted within the perspective of the overall research project.

Reporting the findings

Reports should not be overly long or technical. They should be geared to the students and staff who will use the information in future decisions. These reports must be complete and provide the appropriate evidence to substantiate interpretations. They must be well-written, easy to understand, and convincing.

The union that is going to produce more than one or two reports over time should develop a standard cover and format for the market research reports.

Follow-up

Follow through on the findings that seem significant enough to warrant action. After recommendations are implemented, test the results to provide feedback about the value of the findings.

To justify resources for future market research studies, maintain a list of the changes that result from the union's market research activities and the resulting cost savings or increased revenues.

Research plan

The union should develop a long-range research plan as part of its master plan and an annual set of research goals and objectives. Each spring, solicit input from all key union staff and students, assemble the annual market research priorities, and budget for them accordingly. This will ensure the union maintains up-to-date information on its markets and its environment. Without such a plan, research efforts will be ineffective, and the results may simply gather dust on a bookshelf, ignored by the key decision makers.

Summary

This section has presented an overview of market research applied to college union programs, services, and facilities. Not all of the methods may be practical for every institution. Look at what is available and fit the best method to the needs and resources of particular situations. Use the experts on campus. The marketing department, social research center, and registrar's office can all lend valuable assistance.

Effective market research can provide critical information pertaining to the audiences the union serves and provide the basis for improving its programs and services. It is one of the most important activities the union can undertake to ensure that it is responsive to the campus community's needs.

Section F: Planning and control activities

This section examines the following issues:

- The importance of a planning system
- The means of planning and control
- College union annual marketing plans

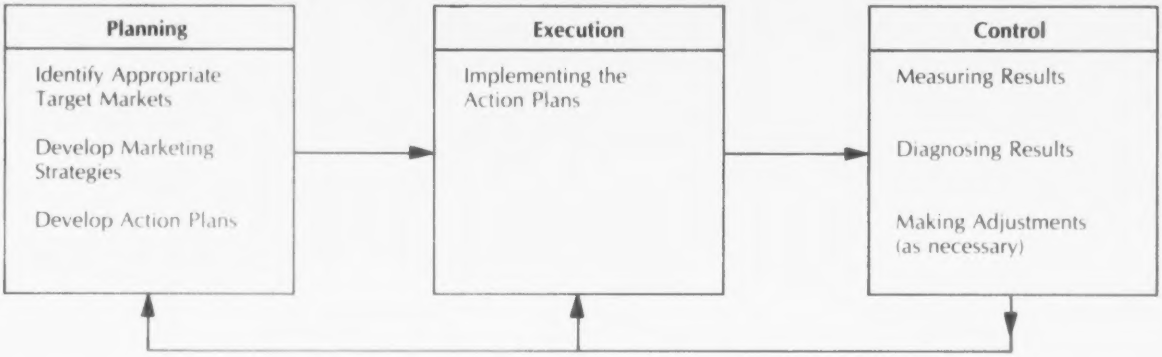
Of all the sections of this publication, the topic of marketing planning may meet with the most resistance. Critics of the idea say

- union staff are too busy to write formal plans.
- union staff are not trained to be good planners.
- unions won't use the plans anyway.
- planning systems cost too much in time and money.
- things change so much around unions that the plans could be obsolete the day after they are written.

Regardless, formal planning and control systems are beneficial and necessary for the union to improve its service to the campus. The main benefits can be summarized as:

1. Encouraging systematic thinking-ahead by union staff.
2. Leading to a better coordination of the union's efforts.
3. Causing the union to sharpen its guiding objectives, policies, and budgeting processes.
4. Resulting in better preparedness for sudden developments.

Figure 4C
Marketing Planning and Control System


Planning
Identify Appropriate Target Markets
Develop Marketing Strategies
Develop Action Plans
Execution
Implementing the Action Plans
Control
Measuring Results
Diagnosing Results
Making Adjustments (as necessary)

5. Bringing about a more vivid sense in the participating students and staff of their interacting responsibilities.

A chart of the college union marketing planning and control system might look like Figure 4C.

Means of planning and control

Good planning systems should include annual goal setting and marketing plans as part of the budgeting process, followed by quarterly reviews. Quarterly advertising and promotional schedules can also be included.

Reactive (control) systems include:

- Weekly revenue reports and customer count analysis;
- Attendance reports and program evaluations;
- Market share analysis (a periodic review to see whether the union's services and programs are gaining or losing ground relative to their competition);
- Market attitude tracking (a periodic survey of students, faculty, and staff regarding their attitudes toward union programs and services);
- Marketing cost-effectiveness evaluations (a review of marketing expenditures to determine if the marketing programs are cost-effective); and
- Marketing audits (a critical look at overall marketing performance). Perhaps the union should contract a consultant or put together an audit team to assess its marketing opportunities and operations. It is possible the union marketing program has gone stale and is doing the same things each year. An audit may provide a fresh perspective. (See Chapter 5, page 110 for more on audits.)

Annual marketing plans

Stanford University Tresidder Union's annual marketing plan package is included in Appendix.4-3. It was developed from Peter Johnson's tape series on developing an effective marketing plan (Johnson, 1984). This marketing planning package includes a set of directions and ground rules, a strategic overview, strategic goals and objectives, action steps and implementation timetable, and a plan overview.

The timeline and guidelines for the development of the annual marketing planning system are as follows:

By November 15: Each unit manager develops a preliminary set of annual goals and objectives for presentation to the budget group (director, assistant directors, controller, marketing director).

By November 30: Each unit manager prepares the strategic overview section with the assistance of the union marketing research experts, which is presented to the budget group.

By March 1: Each unit manager prepares a final set of goals and objectives. This is then reviewed by an assistant director of the union and revised if needed before being presented to the budget group along with detailed budgets for the year. At this point, the marketing plan materials serve as written justification for the unit budgets.

By June 15: Each unit manager prepares the action plan and timetable for implementation for presentation to the marketing staff and an assistant director of the union. It can be revised as necessary based on feedback from the assistant director and marketing staff. Then the plans are put into motion so the staff is fully prepared when the new year begins. The written plans are distributed to all key students and staff and used in orientation and training.

September 1: New fiscal year begins and the plan and budget go into effect.

September 25: Fall classes begin.

By November 1: Evaluation of previous year's plan compared to actual performance.

(Note: These deadlines are based on a Sept. 1–Aug. 31 fiscal year.)

This type of planning system takes time to develop into an effective tool for the union. Support from top management is needed to expedite its development. The process should be designed to fit each union's unique needs.

The development of a planning system such as this requires patience and commitment. However, the payoff should compensate for the effort.

Reference

Johnson, P. (1984). *Developing an effective marketing plan* [Tapes]. American Management Institute.

Appendix 4-1
Market Orientation Rating Instrument

PART 1

(To be completed by Union Administrator, Marketing Committee, Union Board or Consultant)

Check the most appropriate response for each question.

Customer Philosophy

Does management recognize the importance of designing the organization to serve the needs and wants of chosen markets?

0 _____ Primarily thinks in terms of offering current and new services and programs to whoever will use or buy them.

1 _____ Thinks in terms of serving a wide range of markets and needs with equal effectiveness.

2 _____ Thinks in terms of serving the needs and wants of well-defined markets according to their importance.

Does the organization develop different offerings and marketing plans for different segments of the market?

0 _____ No.

1 _____ Somewhat.

2 _____ To a good extent.

Does management take a broad view of its publics (student, faculty, staff, general public, competitors, etc.) in planning and running the organization?

0 _____ No. Management concentrates on selling and servicing current users.

1 _____ Somewhat. Management takes a broad view of its publics, although the bulk of its effort goes to selling and servicing its current users.

2 _____ Yes. Management takes a broad view of its publics and continually reviews new opportunities to serve them.

Integrated Marketing Organization

Is there high-level integration and control of the major functions affecting the various publics?

0 _____ No. Various marketing functions are not integrated at the top and there is some unproductive conflict.

1 _____ Somewhat. There is formal integration and control of major marketing functions but less than satisfactory coordination and cooperation.

2 _____ Yes. The major marketing functions are effectively integrated.

Does the marketing director (or the staff member responsible for marketing) work well with management and gain cooperation from other parts of the organization?

0 _____ No.

1 _____ Somewhat.

2 _____ Yes.

How well organized is the new service (or program) development process?

0 _____ The system is ill-defined and poorly handled.

1 _____ The system formally exists but lacks sophistication.

2 _____ The system is well-structured and effective.

Does management understand marketing concepts and offer active support?

0 _____ No. Lacks understanding and offers no formal support.

1 _____ Somewhat. Vague understanding and low key support.

2 _____ Yes. Well-versed in marketing concepts and offers active support.

Are marketing responsibilities a formal part of the job description of each service or program area manager?

0 _____ No. It is not written in the job description nor do the managers assume responsibility for marketing their own operations.

1 _____ Somewhat. It is an unwritten expectation that often becomes a low priority.

2 _____ Yes. Marketing responsibilities are written into job descriptions and contracts with lease holders and considered a high priority.

Are employees hired and educated with a customer orientation in mind?

0 _____ Not at all. It is not mentioned or considered.

1 _____ Somewhat. It is mentioned in the interview and is sometimes a part of the decision process.

2 _____ Yes. It is written in the job description, asked about in the job interview, and a formal part of job training.

Adequate Marketing Information

When were the latest marketing research studies of users and potential users, buying influences, communication channels, and competitors conducted?

0 _____ Several years ago or never.

1 _____ A few years ago.

2 _____ Recently.

How well do decision makers know the needs and market sizes of different market segments?

0 _____ Not at all.

1 _____ Somewhat.

2 _____ Very well.

What effort is expended to measure the effectiveness of different marketing expenditures?

0 _____ Little or no effort.

1 _____ Some effort.

2 _____ Substantial effort.

Strategic Orientation

What is the extent of the formal marketing planning?

0 _____ The organization does little or no formal marketing planning.

1 _____ The organization develops an annual marketing plan.

2 _____ The organization develops a detailed annual (or quarterly) marketing plan and a careful long-range master plan that is updated annually.

What is the quality of the current marketing strategy?

0 ____ The current strategy is unclear.

1 ____ The current strategy is clear and represents a continuation of traditional strategy.

2 ____ The current strategy is clear, innovative, data-based, and well-reasoned.

What is the extent of contingency thinking and planning?

0 ____ Management does little or no contingency thinking.

1 ____ Management does some contingency thinking but little formal contingency planning.

2 ____ Management formally identifies the most important contingencies and develops contingency plans.

Operational Efficiency

How well is the marketing orientation at the director level communicated and implemented down the line?

0 ____ Poorly.

1 ____ Fairly.

2 ____ Successfully.

Is the organization doing an effective job with the marketing resources?

0 ____ No. The marketing resources are inadequate for the job to be done.

1 ____ Somewhat. The marketing resources are adequate but they are not employed optimally.

2 ____ Yes. The marketing resources are adequate and deployed efficiently.

Does the organization show a good capacity to react quickly and effectively to on-the-spot developments?

0 ____ No. Market information is not very current and the reaction time is slow.

1 ____ Somewhat. Decision makers receive up-to-date market information but their reaction time varies.

2 ____ Yes. The organization has installed systems yielding highly current information and fast reaction time.

Total Score

The instrument is used in the following way. The appropriate answer is checked for each question. When the scores are added, the total will fall between 0 and 36. The following scale shows the level of market orientation that the organization has achieved.

0- 6	Nonexistent market orientation
7-12	Poor market orientation
13-18	Fair market orientation
19-24	Good market orientation
25-30	Very good market orientation
31-36	Excellent market orientation–Congratulations!

(Adapted from Phillip Kotler's *Marketing for Non-Profit Organizations*, 1982)

Market Orientation Assessment Summary

PART 2

Score ______________________________

Score as of June __________________________

Score as of 1 year later ____________________

How to Improve Your Market Orientation

Use this form to analyze your situation and plot strategies to improve the union's market orientation.

Areas for Improvement	Strategies for Improvement
1.	person responsible: by when:
2.	person responsible: by when:
3.	person responsible: by when:
4.	person responsible: by when:

Appendix 4-2
Sample Marketing Job Description

Job Description
ABC College
Smith Memorial Union

Title: Marketing Director
Reports to: Assistant Director of Union
Scope: All retail, service, and program departments

Position Concept: The marketing director is responsible for developing and implementing an integrated marketing program for Smith Memorial Union. In this role, the marketing director will provide marketing guidance and coordinate the marketing efforts of all union departments.

Functions:

1. Contribute a marketing perspective to the deliberations of the top administrators and boards in the planning of the union's future.
2. Analyze and advise on pricing decisions.
3. Appraise the feasibility of new service/program proposals from a marketing perspective.

Responsibilities:

1. Contact department managers and union committees to explain marketing services and to solicit areas of concern.
2. Set annual goals for the overall union marketing programs as a result of consultation with key staff members.
3. Establish priorities for requests, according to their long-run impact, revenue-increasing potential, time requirements, ease of accomplishment, cost and urgency.
4. Prepare and monitor a budget to support the union's marketing program.
5. Conduct ongoing market research to study the needs, perceptions, preferences, and satisfaction levels of particular segments of the university community.
6. Advise union staff and students on marketing communication, techniques, and procedures.
7. Regularly conduct workshops for union staff and students on the various concepts involved in marketing.
8. Plan and conduct regular union advertising efforts, and assist department managers in developing advertising campaigns for their programs and services.
9. Plan and execute promotion programs for the union as a whole and assist managers in the development of departmental promotions.
10. Serve as the union's public information officer and write news releases and feature stories about union services.

Major Liaisons: The marketing director will:

1. Develop and maintain productive and amiable working relationships with all union management, staff, and student volunteers.
2. Develop and maintain effective working relationships with the local media, printing and graphics vendors, and others in the area who might serve as good resources.
3. Relate most closely with the union department managers and those staff and students responsible for marketing their programs and services.
4. Relate secondarily with various offices around the campus which can assist the union's marketing efforts (i.e., registrar's office, housing, orientation, business school, etc.).

Non-Retail Form

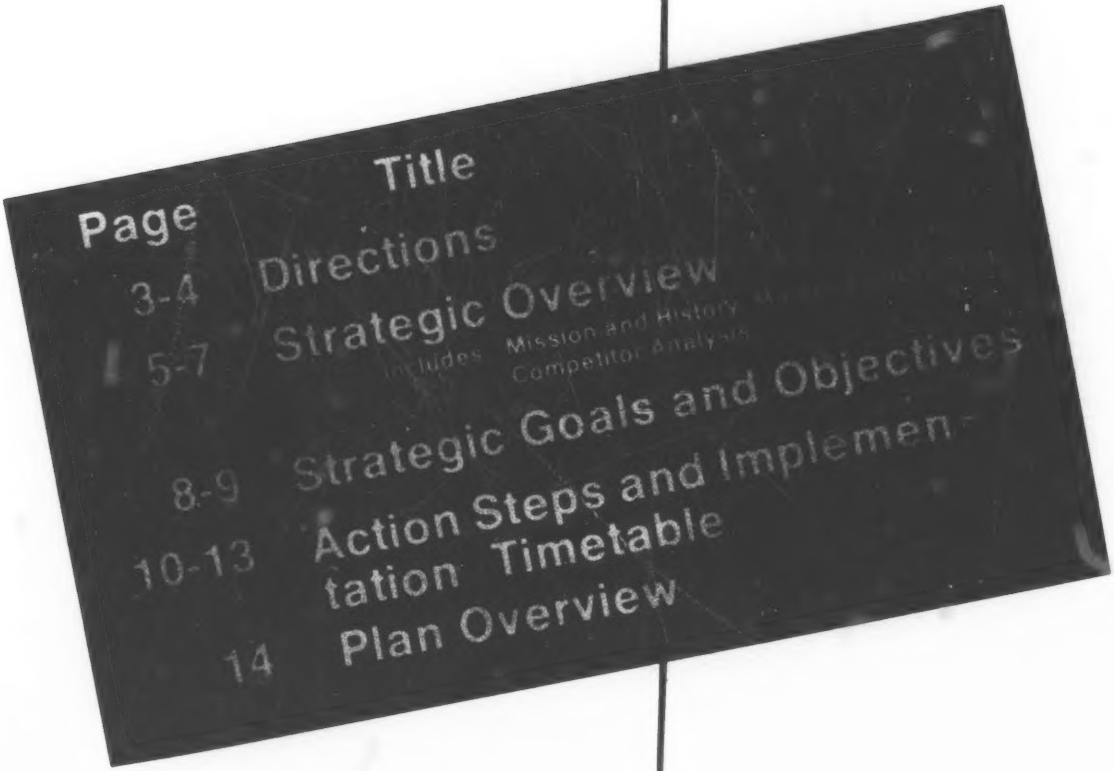
Tresidder Union
Stanford University

Marketing Plan

Year: ________________

Department: ____________

Contents Page



Page	Title
3-4	Directions
5-7	Strategic Overview Includes Mission and History Competitor Analysis
8-9	Strategic Goals and Objectives
10-13	Action Steps and Implementation Timetable
14	Plan Overview

DIRECTIONS

The Process For Developing a Strategic Marketing Plan

> "The essence of an effective marketing plan is how well it responds to the wants, needs and attitudes of a certain customer base or target market."
>
> "The two most important elements of a strategic marketing plan are *positioning* and *targeting*. In other words each program or service must have a distinct *identity*."

This packet is designed to assist each program or service area of Tresidder Union in the development of an annual strategic plan. This plan will coincide with the budgeting process.

Our goal is to develop an individual plan for each of our units. These will then be combined into a comprehensive plan for the entire union.

You will receive a schedule for the completion of this plan. It is a general expectation that the form should be filled out in pen. Near the end of the process we will then have them all typed in good form so that they can serve as the blueprint for our success in the coming year.

The four stages of successful marketing, according to the experts, are:

1. perceptiveness
2. positioning
3. visibility
4. reputation

By the time you complete this plan you will have completed stages one and two and will have begun preparations to achieve stage 3. Through effective implementaion of plans such as this over several years we can also be successful at stage 4.

Groundrules

1. There is no such thing as perfect answers on this form.
2. Involve other key people in this plan. Ownership of these goals and objectives by your key people is crucial to your success.
3. Your ability to achieve success will be a direct function of your effectiveness at reviewing, refining, adjusting and adapting the accuracy of your efforts.
4. Your ability to control the level of your success within the targeted time frame will be a direct function of the degree of consistent concentrated intensity, which drives the momentum of your efforts.

5. There is no FREE LUNCH. Pay *now* and your investment takes the form of dedication and effort. For those seeking shortcuts . . . pay *later* and your expenses take the form of mediocrity and regrets.
6. Before you begin take a look at the functional definitions and review the "Danger Symptoms" that follow.
7. Use a *pen and write neatly* when completing the forms.
8. Remember that this is not a task to take lightly. It is a major part of our annual planning and budgeting process. Your plans will be reviewed by the TMU Budget Group and will be considered as an indicator of success for your operation.

Functional Definitions

Strategic Marketing Planning — the process of effectively directing, managing and operating a program or service area based on a specific set of predetermined goals and objectives.

Strategic Marketing Plan — the functional blueprint which clearly and concisely defines the strategy framework resulting from the planning process.

Strategy — the framework of definitive critical activities resulting from the planning process.

Mission Statement — the scope and purpose of the organization in a concise, narrative format.

Driving Force — the #1 concern this year which will drive everything that the organization does. It should relate to the mission statement.

Positioning — position the program or service in the minds of your target market. Developing and communicating the important ways your offering is related to your competitors'. Developing a distinct identity in the mind of your target market.

Target Market — one or more clearly defined market segments for which the organization has developed market offerings tailored to meet their needs.

Danger Symptoms

1. Failure to accurately define your target markets
2. Failure to realistically analyze downside risks
3. Failure to establish a unique and vital market posture
4. Failure to research and analyze the market's buying behavior
5. Failure to gain total commitment and support of senior management
6. Failure to gain cooperation and support of key departments involved
7. Failure to communicate effectively with target markets
8. Failure to develop broad market visibility and exposure
9. Failure to develop or maintain momentum.
10. Failure to anticipate or react to competition and external factors
11. Failure to package price and program/service aspects accurately.

4

Strategic Overview

Due: 11/30

Mission and History

A. Mission Statement

B. What specific talents, strengths, and resources do we currently have available to us? Also, what specific challenges, obstacles and weaknesses will we face in '85-86?

C. Statistics from Past Three Years

Year	Revenue	% change	Attendance/ Traffic	% change

D. Significant changes in operation over the past three years:

E. Desired Market Position (Identity)

Market Analysis

A. Targeted Markets

1. Primary Markets	2. Secondary Markets
a. ____	a. ____
b. ____	b. ____
c. ____	c. ____
d. ____	d. ____
e. ____	e. ____

B. Market Penetration

1. Current size of the overall Market

2. Percentage of the Market(s) which we now hold

3. Key markets which we now dominate

C. Market Profile

1. What types of programs/services have they been most receptive to?

2. Key criteria used in the decision to attend or use?

D. External Factors

1.
2.
3.
4.
5.
6.

6

Competitor Analysis

A. Top Performers
(most admired, not just local)

1. ______
2. ______
3. ______
4. ______
5. ______

B. Direct Competitors

1. ______
2. ______
3. ______
4. ______
5. ______

C. Profile of Direct Competitors (Top 2 only)

	Competitor #1	Competitor #2
1. Length of experience		
2. Differentiating Market Posture (unique factor)		
3. Programs or services they specialize in		
4. Key markets (keys areas of success)		
5. Comparative pricing structure		
6. Marketing approach		
7. Estimated volume and revenue		
8. Most significant factor in their success		

D. Research Dossiers

Develop and maintain a file on each of your direct competitors. This file should include a background profile, information on their pricing structure, menu or list of programs/services offered, sales or customer count figures and copies of any of their printed materials and ads.

Strategic Goals and Objectives

Due: 11/10 (prelim)
3/1 (final)

A. Driving Force (#1 Focus this year, i.e. survival, growth and expansion, customer satisfaction, increased revenue)

B. Theme for Year (Slogan related to Driving Force)

C. Major Goals (should be obtainable, measurable and beneficial over LT). These should relate to the desired strategic position.

1.

2.

3.

4.

5.

D. Objectives (Specific targeted milesones that will be the key to reaching our goals. They should also be measurable)

Target Dates

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Action Plan and Timetable For Implementation

Due: 6/15

Objective #1:

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Objective #2:

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Objective #3

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			

5. ______________________________

6. ______________________________

7. ______________________________

Objective #4 ______________________________

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Objective #5 ______________________________

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Objective #9 ______________________________

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Objective #10 ______________________________

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Now you're ready to implement these plans.

Objective #6 ______________________________

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Objective #7 ______________________________

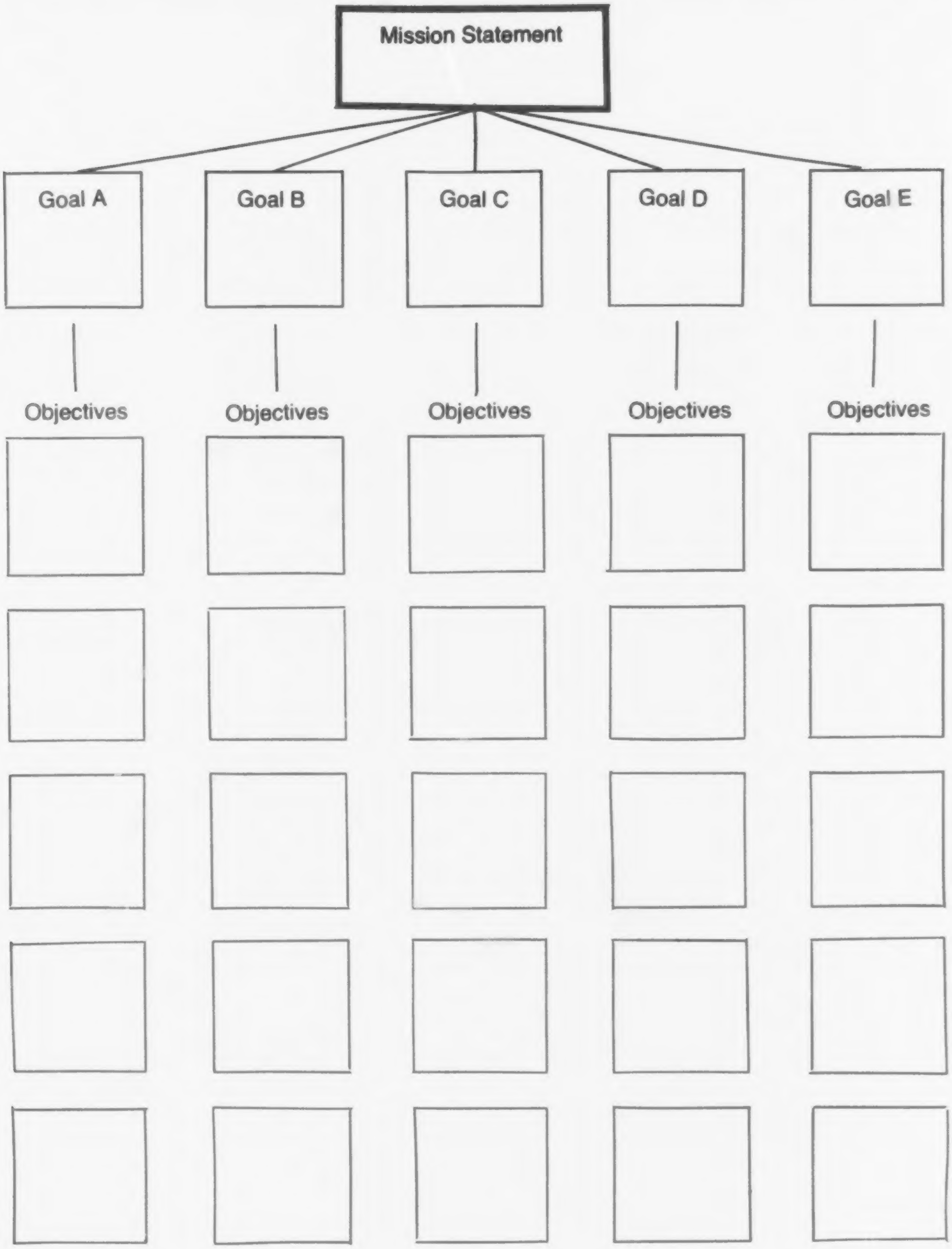
Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Objective #8 ______________________________

Action Steps	Who's Responsible	Target Date	Date Implemented
1.			
2.			
3.			
4.			
5.			
6.			
7.			

12

PLAN OVERVIEW


Mission Statement
Goal A
Goal B
Goal C
Goal D
Goal E
Objectives
Objectives
Objectives
Objectives
Objectives

14

(The University of Illinois at Chicago)

MARKETING PLAN

Unit ______________________________
Department __________________________

Prepared by __________________________
Date ______________________________

SITUATIONAL ANALYSIS

Internal *(relate to product, price, place, & promotion)*

Strengths

What strengths come to mind? What do you think your audience sees as strengths? List the major strengths in order of importance.

Weaknesses

Weaknesses are those things that reduce your ability to meet consumer needs. They also have a negative effect on your image. What weaknesses do customers perceive? Are there any weaknesses that are only evident to insiders?

Opportunities

Constantly look for new and better ways to serve your audience. List any opportunities you can think of to better meet your audience's needs. Also include any opportunities to gain publicity or exposure.

Threats or Problems

Marketing strategies do not operate in a vacuum. You need to be aware of any uncontrollable environmental factors that could negatively impact your marketing plans.

Statistics from past three years

Year	Usage	% change	Revenue	% change

Customer

Targeted Market Segments

(also indicate size)

	Primary	Secondary
	____________	____________
	____________	____________
	____________	____________

How are buying decisions made?

____

____

____

Demographics (fill in relevant categories only)

	Past %	Segment to Increase/Emphasize
Age		
less than 18	________	____
18-23	________	____
24-29	________	____
30-39	________	____
40-49	________	____
50-64	________	____
65+	________	____
Sex		
male	________	____
female	________	____
Race		
asian	________	____
black	________	____
caucasian	________	____
hispanic	________	____
Status		
undergrad	________	____
grad student	________	____
professional student	________	____
faculty/staff	________	____
alumni	________	____
general public	________	____
Residence		
UIC east side halls	________	____
UIC west side halls	________	____
near campus	________	____
within city limits	________	____
suburbs	________	____

College or department

____

____

____

____

____

Needs Assessment

What are the real objectives of our customers?

Product ***Satisfaction Rating***
(1=poor, 5=excellent)

What do the customers need?

What do they want?

Place

When do they want/need it?

Where do they want/need it?

Price (not just monetary)

How do they want to purchase it?

How much are they willing to pay?

Promotion

How do they want to learn of it?

Have you surveyed your customers recently to determine needs?

Have you surveyed your customers recently to determine the level of needs satisfaction?

What additional research data do you need?

Competition

Level of competition: ___ none ___ light to moderate ___ heavy

Name your three major competitors:

(and indicate whether they are better (+), equal to (=), or worse than (-) us on each part of the marketing mix.)

Name	**Product**	**Place**	**Price**	**Promotion**

Potential amount of revenue that could be gained from competition:

____

Strengths

Review your strengths and your competitors' strengths. What would people choose your offerings over your competitors'? Why would people choose your competitors' over yours?

Theirs	**Ours**

Weaknesses

Review your competitors' weaknesses. What opportunities are there for you to fill a niche or meet a need that is not being met by your competitors?

Their Weaknesses	**Our Opportunities**

Competitive Dossiers

Develop and maintain a file on each direct competitor, including a background profile, a list of offerings, usage/revenue figures, and copies of promotional materials.

Goals and Objectives

Goal: ______________________________

____

Objectives	Measurement	Target Date
1.		
2.		
3.		
4.		
5.		

Target markets segments:
(include size)

____
____
____
____
____

Competitive Position: ______________________________

Marketing Strategy

Marketing Mix (4 P's)

(what you're going to do)

Product Characteristics: ______________________________

____
____
____

Price: ______________________________

____
____
____

Place: ______________________________

____
____
____

Promotion: ______________________________

____
____
____
____
____
____
____

Tactics *(how you're going to do it)*

Task	start	end	by whom	cost
Objective #1: ______________________				
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
Objective #2: ______________________				
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
Objective #3: ______________________				
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
Objective #4: ______________________				
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
Objective #5: ______________________				
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______
______________	______	______	______	______

Total marketing budget ______
Projected traffic/usage: ______
Projected revenue: ______

Control Plan

Objective	Tracked	Dates	Planned	Actual	Action
1.					
2.					
3.					
4.					
5.					

Contingency Plan

What If...	Tracked	Dates	Results	Contingency Plan
1.				
2.				
3.				
4.				
5.				

Evaluation

Were the objectives met? ______________________

Plan Elements	*Rating* *(1=poor, 5=excellent)*	*Recommendations for next year*
Goal		
Objectives		
Competitive Position		
Product		
Price		
Place		
Promotion		
Implementation		
Control Plan		

Actual Traffic/# of users: ______

Actual Revenue: ______

We'd like your comments...

Please check the appropriate response for each question.

ABOUT YOURSELF:

1. **Sex:**

____ Male
____ Female

2. **Marital Status:**

____ Single
____ Married
____ Other

3. **Current Year at Stanford (check where appropriate):**

Undergraduate (check below)
____ Freshman
____ Sophomore
____ Junior
____ Senior
____ Other: ____________________
(specify)
____ Transfer

____ Graduate
____ First year at Stanford?
____ Undergrad at Stanford?

____ Other: ________ ________
(specify)

4. **Major or Field of Study (check one):**

____ Undeclared
____ Business
____ Engineering
____ Humanities
____ Law
____ Medicine
____ Science
____ Social Science
____ Other: ____________
(specify)

5. **Current Residence (on or off campus):**

____ Florence Moore, Lagunita, Roble
____ Crothers, Stern
____ Toyon, Branner, Wilbur, Cowell Cluster
____ Row or Fraternity House
____ Mirrielees, Manzanita, Escondido
____ On campus, non-University residence
____ Off campus, within 2 miles
____ Off campus, more than 2 miles

6. **Usual mode of tranportation around campus:**

____ Walk
____ Car
____ Bike/Moped
____ Shuttle Bus
____ Motorcycle
____ Other: ____________
(specify)

Tresidder Union Survey

Please return to Tresidder Union by Friday, March 12.

1. **Next, we would like to know what words come to mind when you think about Tresidder Union. Which adjectives seem to capture the general mood and character of Stanford's union? (check all that apply)**

- ____ Warm
- ____ Busy
- ____ Necessary
- ____ Sterile
- ____ Popular
- ____ Commercial
- ____ Appealing
- ____ Fragmented
- ____ Quiet
- ____ Unpopular
- ____ Noisy
- ____ Superfluous
- ____ Dynamic
- ____ Clean
- ____ Uninviting
- ____ Dirty
- ____ Cohesive
- ____ Static
- ____ Social
- ____ Boring
- ____ Cramped
- ____ Comfortable

2. **How often do you go to Tresidder Union? If never, ignore b and skip to number 3.**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **Check the three primary reasons you go to Tresidder Union.**

- ____ To eat
- ____ To run errands (i.e., cash a check, buy tickets)
- ____ To relax
- ____ To meet friends
- ____ To hope to run into a friend
- ____ To have an informal meeting
- ____ To meet with faculty
- ____ To study
- ____ To attend events or meetings
- ____ To get information
- ____ Other: ______________________ (specify)

We'd like to know how often you use each individual Tresidder service and what you think of it.

FOOD SERVICES

3. **How often do you use UNION CROSSROADS (the main cafeteria on the first floor)? If never, ignore a and skip to number 4.**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **What is your evaluation of UNION CROSSROADS in terms of:**

Variety of food	____ Excellent	____ Good	____ OK	____ Poor
Quality of food	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Atmosphere	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

4. **How often do you use MARCEL'S (the pastry shop inside Union Crossroads)? If never, ignore a and skip to number 5.**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **What is your evaluation of MARCEL'S in terms of:**

Variety of food	____ Excellent	____ Good	____ OK	____ Poor
Quality of food	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

5. **How often do you use the CORNER POCKET (the new service area in the corner of Union Crossroads)? If never, ignore a and skip to number 6.**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **What is your evaluation of the CORNER POCKET in terms of:**

Variety of food	____ Excellent	____ Good	____ OK	____ Poor
Quality of food	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

6. **How often do you use ENCINA STATION (the satellite snackbar located in Encina Hall and operated by Tresidder Union)? If never, ignore a and skip to number 7.**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **What is your evaluation of ENCINA STATION in terms of:**

Variety of food	____ Excellent	____ Good	____ OK	____ Poor
Quality of food	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Atmosphere	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

7. **How often do you use the COFFEE HOUSE? If never, ignore a and skip to number 8.**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **What is your evaluation of the COFFEE HOUSE in terms of:**

Variety of food	____ Excellent	____ Good	____ OK	____ Poor
Quality of food	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Atmosphere	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

8. **At lunchtime, during the last two weeks, I (check all those that apply):**

____ Skipped lunch
____ Ate at Tresidder Union
____ Ate at home/dorm
____ Ate out off-campus
____ Brought my lunch
____ Ate at a departmental lounge: ______________________ (specify)

9. **Of the food services mentioned, are there any you would like to see changed? If so, in what ways (e.g., table service, menu, decor, etc.)?**

OTHER SERVICES

10. **How often do you use THE STORE? If never, ignore a/b and skip to number 11.**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **What do you frequently buy at THE STORE? (check all that apply):**

____ Snacks, beverages
____ Personal supplies
____ Magazines, newspapers
____ Other: ______________________

b. **What is your evaluation of THE STORE in terms of:**

Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Variety of merchandise	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

11. **How often do you use the WELLS FARGO BANK at Tresidder Union?**

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **If you are not a WELLS FARGO customer, did you know that you can cash your personal checks there (up to $50.00) for free?**

____ Yes ____ No

b. **Do you maintain an account at the Stanford branch of WELLS FARGO BANK?**

____ Yes ____ No ... if not, where? ________________________________
... if no, please skip to number 12. (Bank or Savings and Loan, Location)

c. **Which services do you use at WELLS FARGO (check all that apply)?**

____ Checking	____ Express Banking	____ Traveler's Checks	____ Loans
____ Savings	____ Money Orders	____ Safe Deposit Box	____ Other: ______________ (specify)

d. **What is your evaluation of WELLS FARGO BANK in terms of:**

Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Reliability	____ Excellent	____ Good	____ OK	____ Poor

e. **What changes, if any, would you recommend (i.e., longer hours, foreign currency exchange service, financial counseling/debt management, more tellers, etc.)?**

12. **How often do you use SEQUOIA TRAVEL SERVICE at Tresidder Union? If never, ignore a and skip to number 13.**

____ Monthly ____ Quarterly ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **What is your evaluation of SEQUOIA TRAVEL SERVICE in terms of:**

Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Reliability of service	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Knowledge of Airline Industry	____ Excellent	____ Good	____ OK	____ Poor

13. **How often do you use STANFORD HAIRSTYLING at Tresidder Union?**

____ Monthly ____ Quarterly ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. **If you do not use STANFORD HAIRSTYLING, where do you go, and why? (Reasons: price, access, reliability, satisfaction). If you don't use Stanford Hairstyling ignore b/c and skip to number 14.**

b. **What is your evaluation of STANFORD HAIRSTYLING in terms of:**

Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Quality of Cuts	____ Excellent	____ Good	____ OK	____ Poor
Atmosphere	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

c. **What, if any, changes would you recommend (i.e., decor, hours, variety of services)?**

14. How often do you use the RECREATION CENTER? If never, ignore a/b/c and skip to number 15.

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. What services do you use at the RECREATION CENTER? (check all that apply):

____ Video and Pinball Games
____ Bowling
____ Billiards
____ Equipment Rental
____ Other: ______________________ (specify)

b. What is your evaluation of the RECREATION CENTER in terms of:

Variety of service	____ Excellent	____ Good	____ OK	____ Poor
Maintenance of Equipment	____ Excellent	____ Good	____ OK	____ Poor
Atmosphere	____ Excellent	____ Good	____ OK	____ Poor
Price	____ Very Reasonable	____ OK	____ Too Expensive	

c. What changes would you suggest (e.g., outdoor recreation programs, trips, hours, fewer alleys)?

15. How often do you use the TICKET OFFICE? If never, ignore a/b and skip to number 16.

____ Weekly ____ Monthly ____ Occasionally ____ Never, though I know about it ____ Never knew about it

a. What services do you use at the TICKET OFFICE? (check all that apply):

____ Tickets to on-campus events ____ B.A.S.S. ____ Ticketron

b. What is your evaluation of the TICKET OFFICE in terms of:

Variety of service	____ Excellent	____ Good	____ OK	____ Poor
Speed of service	____ Excellent	____ Good	____ OK	____ Poor
Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor

16. How often do you use the BROWSING ROOM (the reading room on the 2nd floor)? If never, ignore a and skip to number 17.

____ Daily ____ A few times/week ____ Occasionally ____ Never, though I know it exists ____ Never knew about it

a. What services do you use ? (check all that apply):

____ Newspapers
____ Magazines
____ Lounging
____ Art Rental Collection
____ Other: ______________________ (specify)

17. How often do you use the INFORMATION CENTER? If never, ignore a/b/c and skip to number 18.

____ Weekly ____ Monthly ____ Occasionally ____ Never, though I know about it ____ Never knew about it

a. Do you usually use it: ____ In person ____ By phone

b. What services do you use? (check all that apply):

____ Campus Events
____ Other Campus Information
____ Off Campus and Bay Area Events
____ Transit Information
____ Other: ______________________ (specify)

c. What is your evaluation of the INFORMATION CENTER in terms of:

Knowledge	____ Excellent	____ Good	____ OK	____ Poor
Courtesy of service	____ Excellent	____ Good	____ OK	____ Poor
Promptness	____ Excellent	____ Good	____ OK	____ Poor

ACTIVITIES

18. How often do you attend cultural, educational, recreational or social events at Tresidder Union? If never, ignore a and skip to number 19.

____ Several times/week ____ Weekly ____ Occasionally ____ Never, though I know about them ____ Never knew they were offered

a. **What programs have you attended at Tresidder Union? (check all that apply):**

- ____ Art Exhibits
- ____ Classes/Workshops
- ____ Coffee House Entertainment
- ____ Noon Concerts
- ____ Meetings
- ____ Encina Station Events
- ____ Film Series
- ____ Lectures
- ____ Other: ______________________ (specify)

19. How often do you lounge (i.e., relax, socialize, or study) at the following Tresidder Union locations?

Outdoor Patios	____ Daily	____ Several times/week	____ Occasionally	____ Never
Indoors, First Floor	____ Daily	____ Several times/week	____ Occasionally	____ Never
Indoors, Second Floor	____ Daily	____ Several times/week	____ Occasionally	____ Never

20. When you go to Tresidder, do you usually (check those that frequently apply):

- ____ Go alone
- ____ Go with friends
- ____ Plan to go
- ____ Go spontaneously
- ____ Have nothing specific to do
- ____ Have errands to do

SUGGESTIONS AND CHANGES

21. Now that we have asked you about particular services, we would like you to think about Tresidder Union as a whole and suggest **up to three additional services** you would like to see added. Some ideas could be: a TV lounge, additional conference rooms, an ice cream shop, campus pub, a copy center, a pizza parlor, an outdoor recreation center or crafts center. Feel free to think of others, but limit them to the three most important.

22. If we add new services, there's a good chance that some resources would have to be diverted from existing programs and services. With that in mind, **circle three that you could most live without:**

Bowling

Browsing Room

A Cafeteria

Check Cashing

Coffee House

Meeting Rooms

Information Center

Lobbies and Lounging Space

A Pastry Shop

A Store

A Snack Bar in Encina Hall

Ticket Office

Games Room

Hair Salon

Travel Center

A Full Service Bank

23. Perhaps there's something we've missed. Please make any other comments that are relevant to an evaluation of Tresidder Union.

24. If you would like a copy of the results, indicate your name and address:

Name: ______________________ Address: ______________________

25. If you're interested in becoming more involved in our planning process, please give us your name and phone number.

Name: ______________________ Phone Number: ______________________

Thank you for your time and interest. **Please return to Tresidder Union by Friday, March 12.**

Chapter 5
Evaluation

> *A responsive organization is one that makes every effort to sense, serve, and satisfy the needs and wants of its focal clients and publics. Each organization must determine how responsive it wants to be and develop appropriate systems for measuring and improving its satisfaction-creating ability. (Kotler, 1982, p. 62)*

This chapter is written for union directors, managers, and activities advisers interested in developing evaluation tools for a specific comprehensive program or service. Areas addressed include:

- Evaluating union or student activities programs
- Developing quantitative and qualitative data for ongoing evaluations
- Conducting a marketing audit
- Evaluating the effectiveness of ads and promotions

With the information provided, the reader can:

1. Develop strategies for evaluating a program or service. Options described range from an individual interview to a random sample survey.
2. Develop an overall program of evaluation for a union or student activities organization.
3. Develop strategies for evaluating the effectiveness of advertising and public relations.
4. Conduct a comprehensive and in-depth evaluation of the organization and the services it provides. This marketing audit can be applied to either a college union or a student activities program.

Section A: Barriers to evaluation

Marketing is common in many areas of higher education. Although unions and student activities programs regularly promote their services and often collect some form of evaluative data, questions arise about the systematic use of the evaluations. Are the correct questions asked when evaluating programs and services? Is the data collected in an objective fashion? Does anyone use the data to improve existing programs or services or begin new ones? Are attempts made to evaluate the usefulness of the advertising and promotions employed and to learn from past mistakes? Is there a systematic and ongoing program of evaluation within the organization?

Evaluation is tough. Consider some of the following barriers to regular assessments of programs and services which can hamper a well-integrated evaluation program.

1. Time and financial resources devoted to programs and services are front-loaded in the planning process. Much of the fun and excitement of participating in union and activities programs is generated during the brainstorming, goal-setting, and planning phases. Success is "achieved" when the program happens or the service begins.
2. Student volunteers and well-intentioned staff plan what they and their friends wish to happen. What others think or do is secondary.
3. Most staff and students are "doers" first and "thinkers" second. The thrill is achieved in producing an actual event.
4. Evaluation takes time and reflection. It's more fun to advance to a new endeavor than rehash one that's already completed or integrated into the organization.

5. If the programs or services are well-run, look successful, or are well-attended, success seems obvious.
6. No new is good news.
7. Criticism is difficult for some, and evaluation is often equated with criticism.
8. Staff and students lack the skills and training to do effective evaluation.
9. Continuity among students and staff is sometimes lacking. This is particularly acute for students planning programs and other activities.
10. An evaluation might show a "pet" program or service is no longer needed.

With forethought and commitment, you can use evaluation efforts as an effective and regular planning tool that improves existing programs and services and helps create new and successful ones. Evaluations can be beneficial in many other ways for unions. Some of these benefits are:

1. Knowing who goes to a program, who doesn't, and why.
2. Understanding what users think about the quality of a particular service, including opinions on friendliness of staff, speed of service, cleanliness, and price.
3. Allocating scarce resources to projects competing for time, space, or money.
4. Justifying particular programs or services to others within the institution and seeking their support.
5. Soliciting funds internally or externally.
6. Finding the best way to promote programs and services to specifically identified groups; knowing what works and what doesn't.
7. Obtaining data useful in making decisions about eliminating programs and services; knowing which services are outmoded and which programs are ineffective.
8. Obtaining data useful in making decisions about adding new programs or services. Which potential activities are most needed on campus? Which populations are underserved and in need of additional services or programs?
9. Establishing a useful method of evaluating an employee's performance.

Marketing evaluations can take two forms. First, the union can consistently evaluate its performance in terms of the programs and services provided for the university community. And second, the union can evaluate the effectiveness of its marketing efforts, particularly its advertising and promotions.

Of the two, more unions are successful in evaluating their own performance. It can be difficult to evaluate their advertising and promotions because the money and resources necessary for evaluation are limited. Resources devoted to evaluating programs and services and to advertising can be money well spent. Decisions based on concrete information provided by users and non-users, not on the whim of the planners, result in better designed programs and services and more effective ways of reaching potential users.

Section B:
Evaluating the performance of a union or student activities program

This section examines:

- The evaluation process
- Goals and objectives

Our study of selected college unions found that they all conducted some form of evaluation although a regular, ongoing program of evaluation was not common. The review suggested that most campuses lacked (1) regularity and quality of evaluative tools, (2) the integration of evaluation into the overall organization framework, and (3) the commitment to a regular evaluation of programs and services. The importance of evaluation as an ongoing activity integral to organizational planning and decision making is implicit.

The following methods can help incorporate evaluation into all aspects of the organization:

1. The goals of the organization should support evaluation.
2. Evaluation efforts should be selected, discreet activities conceived as part of an overall plan that seeks to assess regularly the effectiveness of organizational activities.
3. Organization resources should be regularly devoted to evaluation efforts.
4. Staff and students should receive training on evaluation goals, strategies, and tools.
5. Staff and students should be designated specific responsibilities for evaluation.
6. Successful evaluation efforts should be given high visibility in the organization.
7. Staff should be evaluated on their commitment to evaluate efforts.

An organizational plan is useful in identifying the current role of evaluation within the organization and the ideal level of support for such activities. The ideal evaluation program presented here is suggested as a measure for college unions and student activities programs designing and assessing their own evaluation efforts.

The evaluation process is most effective when started during goal setting. Goals should provide the overall organization with some "reasonably clear notion about what is to be evaluated" (Harpel, 1976, p. i-xx). The major goals of an activity should be broad statements that describe major thrusts of the programs or services. They should describe an idea, intent, or desired outcome. Richard Harpel (1976) suggests the following criteria for testing the adequacy of an organization's goals:

1. Does the goal address the needs of those served by the program or service?
2. Does it relate specifically to the program's activities?
3. Does it clearly identify the ideal result of the activities?
4. Does the goal recognize the constraints and particular characteristics of the environment? For instance, is the union's goal statement consistent with its institution's mission statement? Is the goal of a particular service area consistent with the union's overall goal?

During the goal-setting process, hypothesize measures of success, failure, or indifference to the planned programs and services, and establish means of measurement. What are the key goals of the planned activity? What behavior is expected?

For example, a programming goal for the year might be effective recruitment and retention of the programming committee members. Or the union's ticket office might wish to increase the number of people it serves. Both are broad statements which chart a course for their respective operations over time and meet the criteria for measurable goals.

Objectives are corollary to goals. Harpel distinguishes between the two: "Unlike goals—long-range aims—objectives are short-range, specific outcomes we can measure at the end of a finite period. Because goals are very difficult to measure they must be translated into events, planned results that can be actually assessed" (1976, p. i-xx). Objectives specify the types of action required and a timetable for completion. Ideally, evaluation criteria for all objectives would be established well in advance of implementation. The program committee's objectives might be to implement a well-publicized recruitment drive early in the fall quarter and follow that with an overnight retreat. Its evaluation criteria could be an increase in the number of volunteers who attend meetings on a weekly basis. A ticket office might set an objective of increasing the number of people who purchase tickets by promoting a 10 percent discount given when four or more tickets are purchased. The number of tickets sold, in comparison to the preceding year, is the measure of this promotional strategy's success.

In many ways, the criteria for evaluating an organization's marketing communication resemble the criteria for determining the quality of an employee's performance. Describe what types of activities are necessary for successful completion of the objectives. What tasks are to be accomplished? What are the financial expectations? Setting up an expectation that can be easily measured is paramount. Evaluation measures are most helpful when they are both quantitative and qualitative. Quantitative measures concentrate on raw statistics (i.e. how many people attend a program or use a service? What are the gross number of tickets sold or revenues earned?). Qualitative measures concentrate on the intensity, popularity, and satisfaction of a program or service (i.e., how many participants rate the program or service very high? What factors contribute to its success?).

Section C: Quantitative criteria

Quantitative data are numbers providing basic information about a union's program and services. Quantitative data supports statistically generated ideas of user characteristics, their response to such services, or estimates of a potential market. Quantitative criteria are largely composed of hard numbers such as the number of dollars earned, the number of people served, or the number of tickets sold. It is an objective, definitive, and precise measure, where there is little room for unclear meaning. For example, the number of annual customers served in a food service would give an accurate account of the number of times people used the food service. Totals could be compared from year to year, indicating increases or decreases in the overall usage of the food service. The data provided is a straightforward indication of general use (Pope, 1981). Implicit in conducting quantitative research is the concentration on large numbers of people. Quantitative data can provide the "broad brush" for research which can be etched in greater detail with qualitative review. The statistics alone will not necessarily provide a full picture of usage patterns but can provide an important baseline for tracking programs and services.

For example, knowing how many people attended a film series would help planners know the correct auditorium capacity so the earned revenues covered expenses; it could also indicate the program's popularity. This quantitative data would help planners "assume" the success of their program but wouldn't necessarily indicate the satisfaction level of the participants. An indication of the satisfaction level with the series—the extent to which participants felt the program met their expectations—would be difficult to evaluate without qualitative information about the program.

Many types of quantitative data can be collected in usage patterns and in the satisfaction level of users or participants. Types of this kind of data include sales data, customer counts, average check amounts, number of transactions, traffic counts, and the percent of market share.

Sales data

Track sales records by day, week, month, and year to chart trends from quarter to quarter, from year to year, and between similar programs or services. Sales data indicate how well a service is doing relative to budget and last year's volume. They can also indicate user response to targeted promotional campaigns and the addition of new products. Over time, sales information can be an important indicator of the services' general appeal to the campus population. Tracked by the hour, sales data can help control costs as well as the success of promotions targeted during specific times of day (such as Friday "happy hours" or early morning breakfast specials). Tracking sales data by half-hour segments can also be helpful in identifying periods of peak demand (see Appendix 5-1).

Customer counts or number of participants

Customer counts can be tracked by day, week, month, and year as well as by half-hour or hourly segments. The number attending a program can be tracked by the type of performance or time of year.

For a campus union, customer counts are an important indicator of community response to the union's services. How many people use a service in a given day? What is the level of evening or weekend use? Customer counts can be a critical indication of how well a service is performing compared to past performance and in light of new services offered. You can use customer counts linked with sales data to evaluate the general success of your services and illuminate increased growth or decline. For example, sales data may indicate your coffeehouse is successful. However, viewed in light of declining customer counts, this sales data may indicate that while sales have increased, customer satisfaction, as measured by the number of customers, is declining.

Tracking the number of participants attending a film series or arts performance can also measure campus response to a program. Analyzing data by day or time of year is helpful for a program evaluation. Is the film series more successful on Thursday or Friday evenings? Is there less response to the concert series during winter quarter because of bad weather conditions? For an example, see Appendix 5-2.

Average check figures

Analysis of average check figures (sales divided by the number of customers) helps determine how well a retail operation such as a food service, bookstore, or convenience store is doing. Does the convenience store income depend on large numbers of users buying small inexpensive snack items, or is a smaller base of off-campus students buying large amounts of groceries? Are most food service customers buying a full meal (entree, beverage, and dessert), or are many purchasing partial meal items (perhaps indicating that many "brown-baggers" eat in your food services)? Does the average check vary during the year, on different days of the week, or at different times of the day? A high average check in the snack bar only at lunch may suggest the need for more appealing snack options during non-peak times.

Analysis of customer counts can test the plausibility of sales projections. While a projection of $250,000 for an ice-cream shop may sound reasonable at an average check of $1.50. It may not be so realistic considering the average price of a cup or cone—the most frequently purchased item—is just 90 cents.

Transaction counts

Unions provide many services free, so typical customer count information is not always available. Still, it is wise to keep track of use because the data can help assess the service's value to the campus community. Transaction counts can be helpful. For example, how many people use the information center? What is the mix between walk-up users and those who phone? How can such data help the design for information services? A large walk-in usage may indicate that increasing self-service options would enhance the service; if most requests come by phone, a taped message may be more helpful.

Traffic counts

The amount of traffic through the main lobby, the bookstore, or the union's back entrance helps determine where to locate services; where to place convenience services such as stamp machines, newspaper racks, and bulletin boards; or how to spend limited dollars for remodeling. For example, traffic counts in Stanford union's small and outdated lower lobby indicated it was the most-used part of the building. It made sense to allocate some of the limited dollars available for a general refurbishing for a much needed facelift. Improving the lobby's appearance would have greater impact than improvements in other less visible areas.

At the University of Texas Union, a traffic count on a typical day determined that 21,984 people used the building. The information showed 28 percent greater usage over the previous year. Of particular note was a dramatic decline in the Graduate School of Business snack bar which experienced a 50 percent drop in business even though total union traffic had increased dramatically. The data from the snack bar clearly suggested a downward trend in snack bar sales, requiring management attention.

Percent of market share

"The organization's own sales do not tell the whole story of how well it is doing" (Kotler, 1982, p. 208). Sales data and usage figures are helpful in evaluating a program or service in comparison to the organization's stated goals or history. But if a union is to be a center for campus life, or if a student activities program is intended to be a major focus for cocurricular activities, one must know how these figures represent overall use and the value of a particular program or service. Estimating the share of the total campus population served, the total number of students served, or the total number of graduate students using a service are important evaluative measures.

First, one must assume that all services and programs may compete with each other. For example, they may compete for students' time, for limited space, or for scarce resources. Once competition is assumed, the planners of programs and services have the even more challenging task of determining what programs and services serve the same market as they do. With some services this may be easy. If the union operates the only on-campus cash food service and the surrounding community has only a McDonald's, Wendy's, and Howard Johnson's, it's probably safe to assume that the off-campus competition is McDonald's and Wendy's. Most situations are more complex; for example, if the union is located in a heavily populated area, how many of the other hair salons really serve the same population as the union and how can that information be ascertained?

The best way of obtaining this information is through some statistically valid random sample of the campus population including students, faculty, and staff. At Stanford, for example, a written survey mailed to a random sample of students, faculty, and staff found that lunch competition came from the residence halls, off-campus services, snack bars in other locations on campus, and the practices of brown-bagging and skipping lunch. Further studies found that on any given weekday, approximately 10,000 people brought their lunch. Of this amount the Union's food services typically served about 1,200 people a day, or 12 percent of the lunch market.

A major scientifically designed survey is costly and labor intensive, and thus often impossible. Other more rudimentary and cheaper measures can be useful instead, such as a quick, one-issue survey with a random group of people who are not acquainted. If you're interested in assessing behavior of underclass students, disseminate a short survey form at registration or during another major campus event. To determine staff needs, distribute a brief survey in the mail staff parking lot. Try assessing graduate student needs during a major graduate student social, or send a brief questionnaire to some preselected departments. (The business school, the English department, and biology school might provide a good cross-section.) Or try a focus group as a relatively simple way of assessing usage patterns. (Focus groups are explained later in the chapter.)

Once you obtain market share information, how can you use it? Use pre-established goals to determine how many people should be served and then conduct an analysis. First, use the data to assess the overall effectiveness of a program or service. If the union's fresh-baked cookie counter attracts 75 percent of the undergraduates as customers, the operation is undoubtedly successful. If only 15 percent of the student body on a residential campus use the cookie stand, the service may not be reaching the students effectively. On a large commuter campus, 15 percent may indicate a great success.

Section D: Qualitative data

This chapter summarizes various ways of obtaining qualitative data such as:
- Observation
- Interviews
- Focus groups
- Consumer panels
- Satisfaction levels
- Suggestion and comment systems
- Exit interviews

Customer counts, tickets sold, or revenues earned are useful benchmarks for evaluating a union's program or service, but alone they are not absolute measures of a program's or service's value to the campus community. Critical to any overall evaluation is an assessment of more intangible benefits, such as the level of user satisfaction or the intensity of participants' feelings about a program or service. Such criteria are difficult to measure, but they are an important balance to quantitative data.

A customer count may show a large proportion of the total campus population uses a food service. Based on this quantitative measure, one might assume the food service is popular, yet many could be using it because it is the only food service located conveniently for a large segment of the campus population. The level of satisfaction cannot be determined by a gross measure of attendance, but by factors such as how high users rate the service's various aspects. An evaluation of specific factors such as the quality of the food, the friendliness of the staff, the speed of service, and the fairness of price would indicate user satisfaction and popularity. Unusually low ratings in one or two measures might suggest ways to improve the service.

Kotler (1982) suggests three uses of qualitative research. First, the research should probe deeply into the needs, perceptions, preferences, and satisfaction of both users and non-users. Second, the inquiry should provide a greater awareness and understanding of particular marketing problems. Third, solicitation of qualitative data is often the important first step of conducting a more thorough quantitative study such as a random sample survey because it provides an opportunity for exploration and testing of preliminary hypotheses before an extensive written survey is developed.

A number of methods can be used to assess less tangible benefits of campus programs and services. Tools to consider include observation, personal interviews, group interviews or focus groups, and written instruments that measure satisfaction levels or intensity of feeling for a particular program or service.

Observation

While observation may appear too simplistic to be a valid marketing tool, it is used regularly. Although not likely to provide much meaningful data, observation methods are important starting points for more sophisticated assessments. Observation may point toward a potential problem, but the factors causing the observable behavior may be misleading or obscure. Perhaps a program adviser perceives difficulty in attracting volunteers for the union's program board, while at the same time noticing an increase in students applying for jobs at the information center. One might assume that increased financial pressures have forced potential volunteers to seek paying jobs elsewhere on campus. Another possibility, however, is that the recruitment campaign for the information center was more effective than the one conducted by the program board.

Observe how well users receive the union's services. Retail-oriented services lend themselves to observations because individual transactions tend to be relatively brief and specific. If quality customer service is an important union goal, observe key indicators of customer satisfaction. Are cashiers friendly to the customers? Are they smiling and interested in what they are doing? Do cashiers know the prices of the items they sell? Do they look neat, presentable, and clean?

One technique that capitalizes on observation is a preselected shopper program. Unions at San Diego State University and California State Polytechnic University–Pomona have used students to "shop" their services and report findings to the union staff. The staff use comments on the quality of the service to reinforce good service and improve poor service.

Interviews

Individual interviews (either in person or by phone) are effective in evaluating a program or service. They can provide basic data that can test user satisfaction and probe more fully into a service's usefulness or a particular program's value. Broad, open-ended questions that do not suggest "a correct response" are most beneficial. The interviewer should provide a beginning point for discussion and let respondents chart the rest of the discussion. Interviews are an important component of keeping "a finger on the students' pulse" and can be regularly practiced by staff and students. Staff at Montana State regularly take time to interview students randomly while they are dining in their food services.

Focus groups

Focus groups, an expanded form of an individual interview, are small groups of regular users or potential users brought together to provide feedback on services and products in an open-ended discussion. Such discussion allows for in-depth information about a service. Many service-oriented businesses use this method for immediate feedback, especially when testing new ideas.

How can focus groups best be used in an overall evaluation plan? First, consider whether other forms of evaluation would be easier and equally effective. If so, try another less time-intensive method of evaluation, such as a comment card or point-of-service survey. Not all areas of concern can be assessed easily in written formats. Exploring an emotionally charged issue lends itself to the focus group format. Examples of emotionally charged issues are banning the bookstore's sale of magazines featuring nude men or women, or discontinuing the sale of products from companies that do business in South Africa. In such instances, a series of focus groups can ascertain various viewpoints that might not be evident from other sources, and it can assess the intensity of feelings about the issue.

Focus groups are also effective in conceptualizing questions for a major survey. Here the intent is to help define and prioritize the most important questions. For example, during the early planning stages for a major user/non-user survey at Stanford University, a sociology research class conducted informal focus groups before the survey instrument was developed. A relatively objective group of facilitators provided a number of questions the union staff would not have included, which resulted in a better survey.

Still another benefit of focus groups is their effectiveness for gathering subjective data. If a union is considering an ice cream service, a quantitative survey can assess the number of potential ice cream eaters, but it is not as useful for gathering information on the more elusive factors of ice cream consumption and preference. For example, how sweet should the ice cream be? How creamy? How many flavors should be offered to attract repeat business? Are potential customers willing to pay a premium price for gourmet ice cream, or would they just as soon have a less expensive brand? Is soft-serve better than hand packed? What about sugar cones, wafer cones, or the old-fashioned standby?.

Focus groups are also useful for generating new ideas. If the food service is considering menu changes, an hour spent with regular users could identify favorite menu items, ones that have lost their appeal, and ideas for new and different options. Creative ideas for advertising and promotions can also be gathered from a focus group. Share current promotional pieces with the group and have them evaluate what they think works and what doesn't. Ask what pieces they remembered seeing on campus. Did any inspire them to attend a program or use a service? Ask them to suggest new and creative ideas that would interest them.

Finally, focus groups can help interpret quantitative research results. Once a large-scale survey has been conducted, tallied, and analyzed, a focus group might be the final step in assessing the results, especially if the finding for a particular question seems puzzling. Perhaps a more in-depth probing of the question can ascertain why those surveyed responded unpredictably. Was the response from an open-ended item too vague? More detailed information on participants' behaviors, needs, or feelings may come from a focus group.

A program can be evaluated in much the same way. In planning a major crafts fair, focus groups can assess the key factors attracting people. Do people attend because of the quality of goods, the variety of craft items, the price range, the ambiance of the fair, or the variety of food and beverage available? What other factors would they identify as attractors to or detractors from the fair?

The focus group method may seem simple, but it is not easy. Skilled and objective personnel are needed to conduct the groups, a well-planned script is a necessity, and considerable staff time is inevitable. Because the feedback comes through a small group of users or non-users, standard research techniques must be used to form the group. General guidelines to follow include:

1. Obtain a random sample of users, and depending on the assessment, non-users. Consider seeking students of different class ranks, residences, sex, ethnicity, etc., so that a relatively broad and representative sample is assured.
2. Limit the groups to seven to 10 people.
3. Spend sufficient time determining goals and objectives for the group in advance. Decide what type of information is needed most. Develop value-free, open-ended questions for the participants even if the issue or product is controversial.
4. Choose an objective facilitator with previous interview or facilitation experience. Anyone involved directly in the operation should not be present. Facilitators from other student services on campus or a business or sociology class would be preferable.
5. Choose a somewhat neutral spot to conduct the interview.
6. Choose someone other than the facilitator to observe and take notes. Use a tape recorder, so that all information is recorded—not just what the note-taker "heard."
7. Begin by explaining the purpose of the group.
8. Ask broad questions so participants are encouraged to stretch their frame of reference. Encourage a free-flowing exchange of ideas. Remember, the purpose of a focus group is to elicit what participants have on their minds, not what the facilitator wants to say.
9. Get the discussion moving by asking each participant to respond to a specific question. It's important to get everyone speaking early so they easily contribute to the discussion.
10. Explain how the participants' information will be used.

Sample focus group scripts and other supporting documentation are included in Appendix 5-3.

Consumer panels

A consumer panel is a modified focus group; the intent is to obtain specific evaluative comments rather than the free-flowing comments that come from focus groups. A consumer panel usually consists of a group of people who meet repeatedly. Such a group can be especially useful when evaluating programs or services over time. Opportunities for a consumer panel include food tasting, a bookstore user group, a panel of ticket office clients, or a group to evaluate overall customer service in the union.

Pope (1981) suggests a number of elements to consider when planning a consumer panel: buying preferences and habits, expected frequency of use or purchase, questions of the price/value evaluation of a product or service, and the perceived uniqueness of a product or service.

Buying preferences or habits

This is probably the most valuable question to ask a consumer panel. Consumers' responses can help determine if there is sufficient demand to offer a particular service or product. Example: "Which statement best describes how you feel about using this service or product?"

Definitely would not use.
Probably would not use.
Might use.
Probably would use.
Definitely would use.

Frequency of use

Knowing if a potential user would take advantage of a service is not always sufficient to predict demand. Frequency of use is another component critical in planning for a new product, service, or program. For example, in assessing the potential demand for a ski rental service at Stanford University, many stated they would use it. But if most existing users rented skis once a year, the frequency might not be enough to sustain an equipment service. Frequency of use can be measured by asking the following: "Which best describes how often you would use this service?"

Every day
Two to three times a week
Once a week
Once a month
Once a quarter
Once a year
Never

The price/value relationship

The price/value relationship is difficult to measure, especially on a college campus where students often expect to pay bottom dollar for top quality. You should understand how projected price affects the perceived value and actual use of a product, program, or service. Propose the program or service with an anticipated price and ask: "Which statement best describes your evaluation of this service and the price asked?"

Very poor value.
Somewhat poor value.
Average value.
Relatively good value.
Very good value.

You can also suggest a few options and their prices. What is the maximum price students would pay to see a recent, first-run movie? What is the maximum price they would pay to see old movie classics?

The perceived uniqueness of a program or service

When considering a new program or service, first determine the uniqueness of the proposed addition. This is particularly helpful when considering a new non-retail service or program for the campus. Ascertain how unique the proposed service or program is by asking panel members if they think it's:

Extremely different.
Somewhat different.
Slightly different.
Not at all different.

Consumer panels are excellent means for obtaining information on programs and services and can be an important aspect of an organization's ongoing evaluation system. Nevertheless, a note of caution should be considered. Because consumer panels typically take a larger time commitment than other forms of evaluation, a certain amount of self-screening occurs. Those not interested in serving on a panel, those who are too busy to participate, or those indifferent to your services won't be represented. The result will be a group of users who could be more loyal to the organization than the general population. Furthermore, a consumer panel is best used for refining specific components of a service rather than a complete revamping. For major changes, a random quantitative sample survey is best.

Satisfaction levels

Programs exist solely to serve their constituencies. They may depend on other criteria such as revenues earned or number of participants attracted, but the most important measure is the degree to which users feel their expectations have been fulfilled. The level of satisfaction is a balance between the users' expectations and their feelings about the outcome. Three general levels of satisfaction are possible: (1) a high degree of satisfaction, when the person's experience exceeds the expectations, (2) a general level of satisfaction, when the experience meets the expectations, and (3) dissatisfaction, when the outcome falls short of expectations. Users or participants shape their expectations through experiences and the opinions of those close to them.

User satisfaction is critical to any qualitative evaluation of a program or service, yet it is difficult to measure. The most extensive evaluation employs user satisfaction surveys conducted at the point of service or through some type of random sample survey. A rating scale of 10 is used to "fix" respondents along a continuum of potential responses (see Chapter 4). Typically, five intervals are used: highly satisfied, satisfied, indifferent, dissatisfied, and highly dissatisfied. Users rate their experiences along this continuum. The scale makes allowances for the fact that individual respondents may interpret the meaning of the points on the scales differently. For example, to one person, "satisfied" is a very high evaluation, but to another "highly satisfied" would be the only way to respond positively to an experience. However, it is assumed that as a collective group, responses generally indicate how most users would evaluate the service.

Satisfaction can also be measured by seeking evaluations of a service's specific components. For example, food services are typically evaluated by food quality, variety of menu offerings, speed of service, courtesy, price, and sanitation. Each factor can be assessed using a continuum scale asking for the general level of satisfaction. Figure 5A shows a sample from Stanford University.

When the results from the satisfaction scales are computed, assessments can be made about the satisfac-

Figure 5A
Sample Satisfaction Scale

What is your evaluation of the COFFEE HOUSE in terms of:

Variety of food	_____ Excellent	_____ Good	_____ OK	_____ Poor
Quality of food	_____ Excellent	_____ Good	_____ OK	_____ Poor
Speed of service	_____ Excellent	_____ Good	_____ OK	_____ Poor
Courtesy of service	_____ Excellent	_____ Good	_____ OK	_____ Poor
Atmosphere	_____ Excellent	_____ Good	_____ OK	_____ Poor
Price	_____ Very Reasonable	_____ OK	_____ Too Expensive	

tion level for each area. If most respondents are indifferent toward service and only a small minority are highly satisfied or highly dissatisfied, a graph of the data would show a typical bell curve—a common group response to a service. If the data is skewed to high dissatisfaction or high satisfaction, a different assessment of the service or program can be legitimately made.

Tracking satisfaction is also helpful. Stanford University has five years of data on user response to its food services. Trends based on service improvements or changes, as well as changes in its food service contractor, can be monitored.

Suggestion and comment systems

An organization can also measure customer satisfaction with a suggestion and comment system. A systemized suggestion and comment process may not represent a broad cross section of the campus population, but it can help an organization respond to its constituents (see Appendix 5-4).

Suggestions

An organized suggestion system can take many forms, but the most common approaches are suggestion boxes or comment cards. A union's food services or bookstore can benefit from the complaints, compliments, or new ideas that come from a suggestion box. Regularly monitor comments (logging comments helps track data) and scrutinize practices with the intention of improving service. Call or write the people who make comments and suggestions, or better yet, write and post a public response signed by the manager of the service. Readers will see these responses as a genuine concern for quality service, openness to suggestions and new ideas, and a willingness to admit a mistake. A thoughtful response can change a complaint or frustration from a negative experience into a positive one. Positive responses from the public are also excellent morale boosters for the staff.

Complaints

An organization needs to integrate a system of handling complaints into its ongoing activities. An organization's response to complaints and compliments tells people about its goals, priorities, and philosophy. It provides one of the most important means of communication with users—"word of mouth"—which is especially important in a college setting where users are typically vocal and demanding. Leon Gottlieb (1982) suggests a number of guidelines for fielding complaints:

1. Be a good listener.
2. Allow your users to tell you everything that bothers them.
3. Be sincere as you listen.
4. Thank them and agree that they have every right to complain.
5. Do not become defensive or offer many excuses.
6. Do not embarrass your users or your staff.
7. Show your users and anybody who may be listening that you are sincere in your desire to make your guests happy.

Gottlieb suggests that written complaints require extra care. A written response must reflect careful homework, use proper grammar and spelling, look professional, and be sent promptly. And don't neglect writing a thank-you note when receiving a compliment; if someone took the time to write, time should be spent responding!

Exit interviews

The purpose of an exit interview is to assess the subject's experience in the organization or with a particular program and to solicit ideas for improvements. Regularly interviewing departing students can help staff identify trends peculiar to certain jobs or experiences and evaluate specific programs or services. The format is much like that of a focus group, with the interview loosely structured and designed to encourage the student to set the direction of the interview. Open-ended questions can include:

1. How did you get involved initially?
2. What type of orientation and training did you have?
3. Were the expectations clear? Or how did your expectations differ from what you found?
4. How would you rate the overall experience within the organization?
5. What was the most rewarding experience? Least rewarding experience?
6. What suggestions for improving the experience of employees and volunteers do you have?

When establishing a system for conducting exit interviews, identify staff or student interviewers from other departments. Provide a general training session for interviewers and match staff with students who do not directly report to or work with the interviewer. Consider interviewing all key students who are leaving the organization. Assess the information with an eye to identifying overall trends and problem areas within the organization. The results can be used to improve recruitment efforts, orientation and training programs, ongoing supervision and advising, morale, and the extent to which students grow and develop while in their positions.

The University Union at California State Polytechnic University–Pomona uses a written interview form which all departing employees complete and return before they receive their final paycheck. Stanford uses personal interviews with key student leaders. Some samples are provided in Appendix 5-5.

Section E: Conducting a marketing audit

This section describes how to conduct a marketing audit by:

- defining the problem or issues
- conducting a preliminary review
- gathering data
- providing analysis

The process of regularly collecting quantitative data, supplemented by qualitative measures, provides an ongoing evaluation of college unions and student activities programs. Students and staff can use these measures to assess their individual services or programs and suggest improvements. While quantitative and qualitative measures provide a good evaluation of a specific service or program, they are seldom used to assess how well the organization is doing overall. A more comprehensive evaluation such as a marketing audit can provide a broad, integrated assessment.

A marketing audit is "a systematic, critical, impartial review and appraisal of an organization's total marketing operation" (Lovelock & Weinberg, 1984, p. 225). Based on the general goals, objectives, policies, and assumptions of the organization, the audit assesses the methods and strategies used to achieve the goals. Its focus is on the overall organization—its structure, process of decision making, the general organizational environment, and its position in the market—not on the specific aspects of a department or service. A marketing audit is useful because it examines the overall picture of the organization, identifying strengths, weaknesses, and opportunities for improvement. It is equally important for an organization in trouble or one that is highly successful. The marketing audit process encourages a long-term view of the organization and should spur continual adaptation and refinement.

There are four critical steps in conducting a marketing audit. It begins with a review of the organization's present and future external environment. Then the external view is complemented by an evaluation of the internal organizational environment, including its goals, objectives, and strategies. Next, the audit centers on the organization's market system. What structures exist within the organization to support marketing activities? The review focuses on the organization's management structure, the role of marketing within the organization, and the process used for planning. The last step is an analysis of the marketing activities. This aspect of the organization stresses traditional marketing areas such as products, programs and services, pricing, distribution, and communication channels.

These audit steps should be adapted to the organization's status. For an organization in difficulty, the focus will undoubtedly be directed toward what's wrong and how it can be fixed. A successful organization will take a more reflective perspective. Can the strengths be identified and other untapped areas of opportunity suggested? In any event, the needs and characteristics of the organization (at the time of the audit) will determine the scope and direction of the examination. While centering on the current organization and its future potential, the audit should also examine its past. The audit should be more than a reading of the organization at the moment; it should be an intensive review of the organization and how it got that way.

To ensure objectivity, an individual or group not directly affiliated with the organization should conduct the audit. Possibilities include a faculty member, members of a class, a student affairs professional from another department on campus, or a union or student activities professional from another institution. Another option is to have the organization's managers conduct an audit based on a checklist format; however, the audit will not be as objective and independent. Nevertheless, it can be a good tool to assess the organization's current health.

When planning a marketing audit, the following steps should be reviewed:

1. **Defining the problems or issue.** Key members of the organization should reflect on the audit's reason and purpose. Does a problem need immediate attention? Is an important external factor changing the organization? Does an internal issue need to be addressed? Consensus about the problem or issue at hand is important to the usefulness of the audit. Adequate time should be spent on identifying all pertinent problems and issues.
2. **Conducting a preliminary review.** The audit supervisors should conduct a preliminary review. What are the problems and issues to be addressed? Can they be addressed in other ways or is a marketing audit approach the best for the problems and issues identified? How extensive should the audit be? What type of time line is recommended? Who should be involved in the audit process?
3. **Gathering data.** When the general issues or problems are delineated, information for analysis is developed. Then the participants in the study collect data, which may include informal observation, financial information, general demographic information, and surveys of randomly sampled populations.
4. **Analysis.** Which of the initial assumptions were supported by the data and which weren't? Are reasons for identified problems clear? Are new trends evident? Does the data support the need for new directions or projects? What recommendations can be made?
5. **Presentation.** An audit report is prepared for presentation.

The external environment

The first part of the audit analyzes the external environment, or "the forces that can affect, influence, or constrain the organization but over which management has little influence" (Lovelock & Weinberg, 1984, p. 231). Such forces include the social, cultural, geographic, political, and economic trends that affect your institution and the union and activities program. The range of external factors can be immense; while the purpose of the audit is to consider all pertinent forces, selectivity is also important. Review only the key external factors that are most relevant to the institution and the particular programs under study. For example, key external environment factors for the institution might be the decline in the college-aged population, the high rise in energy costs, and the drop in financial support from the state legislature. For the union and student activities, the factors might be the increase in the state's drinking age, the exorbitant rise of certain groups' performance fees, and the increased popularity of VCRs.

Then review existing markets, related markets, and competitors to get to your users and how their use and anticipated trends affect the marketing of the organization. An assessment of existing markets includes existing users (e.g., undergraduates, graduates, faculty, staff, alumni, conferees). An assessment of the conference market, for instance, may show that increased competition for national groups make them more difficult to attract, but regional groups remain a prime market. Related markets may include the campus student affairs staff, union alumni, and regional and national professional organizations.

Influential groups may have a powerful impact on the organization. The National Association of Student Personnel Administrators (NASPA) may focus on programs that concentrate heavily on alcohol use, abuse, and education. Its nationally based goal statement about alcohol may be broadly circulated and influential in redirecting individual campuses' institutional philosophy about alcohol. Programs that echo those of NASPA's may quickly be adapted to campuses across the country. The effect may be a change in the organization's overall goals and priorities.

Almost all organizations have competitors. Identifying and understanding an organization's competitors are central to a marketing audit. It's important to assess the competition and to predict future competitors, their strengths, and positioning strategies. Identify potential threats to your competitive edge. Adapt new ideas from your competitors for your own organization.

Another factor to consider is the "generic competition," not just the specific competition for a program or service. A program board's film series on Thursday nights may compete directly with a town movie theater providing student discounts the same night. The series may also be competing with unrelated events—fraternity and sorority parties, for example. This competition for students' time is an important concept when designing and evaluating campus programs and services. If direct competition with other theaters is the only type perceived, the film program may seem successful even though former filmgoers are being drawn to other events. This observation may warrant a new approach to the type of film program offered.

For assessing the external market, its market, and competitors, use an assessment form which asks the following questions which have been adapted from *Marketing for Public and Nonprofit Managers* (Lovelock & Weinberg, 1984).

The external environment

1. What are the developments and trends that affect the institution's external environment (political, economic, social, cultural, demographic)?
2. What impact will these trends have on the institution? What opportunities and constraints will emerge?

3. What changes are anticipated on the campus (new building projects, changes in academic programs, new financial conditions)?

Markets: Users, potential users, volunteers, staff

1. Describe the major growth trends for each of the major markets (undergraduate, graduate, staff, faculty, the community, volunteers). Are growth trends or decreases in the market anticipated? Are new users expected?
2. Describe the current usage. Is there much repeat usage? Can groups be characterized as heavy users? Light users? How will the anticipated trends change current usage patterns?
3. What benefits does the union or campus activities program offer anticipated markets? How do these compare to benefits offered by competitors such as the residences, academic departments, other student organizations, and the community?
4. How do users find out about the programs and services? What causes them to try or use the service?
5. What is the reputation of the union's programs and services? How does this compare with competitors' reputations?

Competitors

1. What are the organization's current competitors? Potential competitors? Describe them in terms of size, market share, growth rate, and other important factors.
2. Describe the strengths and weaknesses of key competitors. What are their unique characteristics? What marketing strategies do they use?
3. How do key competitors position their services?

Other publics

1. Describe trends that may affect your other publics (e.g., distributors, suppliers, professional groups).
2. How critical are these publics to the organization and the programs or services they provide?
3. What alternative sources exist for these?

The internal environment

"If the first rule of marketing is to 'know your market,' the second must be to 'know your organization'" (Lovelock & Weinberg, 1984, p. 235). The success of the organization depends not only on understanding current and potential users, but on how the organization can best deliver its programs and services. Important aspects of this examination includes: (1) the organization's mission, (2) goals and objectives, (3) a resource analysis, and (4) marketing strategies.

The marketing strategy is the method to achieve the organization's marketing objectives. Identify and evaluate the critical components of the strategies in relation to the characteristics of the external and internal environments. A standard question format for the internal environment, again adapted from Lovelock and Weinberg (1984), follows.

Mission

1. What is the mission of the union or student activities program?
2. How does the mission reflect the history of the organization and the institution?
3. How well is the overall mission understood and supported throughout the organization?
4. What changes are anticipated?

Goals and objectives

1. What are the stated overall goals and objectives of the organization?
2. What are the organization's marketing goals and objectives?
3. Are the marketing goals and objectives devoted to the most important organizational goals? Are they reasonable in light of the organization's available resources?
4. What quantifiable measures are reflected in the goals and objectives?
5. How well are the marketing goals and objectives understood and supported within the organization?

Resources

1. What are the major resources and limitations (financial, physical, technical, and human) available to the organization?
2. Are the resources appropriate to the organization's goals and objectives?
3. How do the resources compare to key competitors' resources?
4. Describe any anticipated major changes in the resources currently available.

Strategies

1. What are the organization's core marketing strategies?
2. Are they appropriate in light of the external and internal environment?
3. Are the major resource allocations appropriate in light of the strategies identified?

Marketing systems

A well-designed and adequate marketing system is critical to the successful implementation of marketing goals. In assessing marketing systems, review the place of marketing within the organization, its structure, systems of information, planning, organization and control, and the allocation of resources. Consider the following questions:

Role of marketing

1. What is the organization's philosophy of marketing? How consumer-oriented is it?
2. Where is the responsibility for marketing found within the organization?
3. What range of activities fall within the marketing's purview? What resources are devoted to marketing?

The marketing organization

1. How is marketing organized? Is marketing a separate activity or department? Is it a responsibility that all staff bear some responsibility for, or does it fall to one person? Where does marketing lie in the hierarchy?
2. What is the relationship between marketing and other parts of the organization? Is there mutual support and commitment from all parts of the organization?
3. To what extent are products and services planned in conjunction with the marketing area? Is there a formal process for testing new ideas?

Information, planning, organization, and control

1. Is there a planning and control system? Are procedures or standard expectations in writing? Does someone have the overall responsibility for review?
2. Are annual plans developed, implemented, evaluated, and used as the basis for organization and control?
3. Is marketing research available? How is market research used to make decisions?
4. Does the marketing system produce timely, accurate, and relevant information?

Allocation of resources

1. Does the allocation of resources reflect the marketing goals, objectives, and strategies?
2. Are the resources evaluated in terms of the actual results produced?
3. Does the organization periodically review its resource allocation based on changing goals and objectives?

Activity analysis

An analysis of regularly conducted marketing activities provides a review of an organization's marketing efforts. Summarizing these efforts can help determine which activities address specific marketing goals and objectives and which are outdated.

Products, programs, and services

1. What are the major programs and services offered by your organization? How well do they complement each other or is there unnecessary duplication?
2. Describe each program or service. Include strengths, weaknesses, and future trends.
3. What does an economic analysis of each program or service reveal?
4. What are the factors affecting the current volume of programs and services?

Pricing

1. How are prices set? Who reviews the pricing policies?
2. Is pricing demand-oriented, competition-oriented, or cost-oriented?
3. What discounts are provided on programs and services and how are these integrated into an overall pricing plan?
4. How are refunds handled?
5. What short-term promotional policies are used and to what effect? Who makes the promotional pricing decisions and how are they evaluated?

Distribution: The time and place of delivery

1. What geographic areas of campus are best served? Are there areas of campus not well-served?
2. Are the programs and services easy to find? Is access easy (e.g., parking for cars and bicycles, disabled, signage, etc.)?
3. What time of day are programs and services made available? What time of year?
4. How frequently are the services used?
5. Are these timing decisions based on actual use by customers? To what extent do the choices reflect past decisions or inertia from the past?

Marketing communication advertising, promotion, public relations

1. What communication channels are used? How is the mix of communication channels determined?
2. Are the objectives for each component of the channels clear?
3. How is a budget determined for the different communication channels?
4. How does the organization assess the effectiveness of its communication sources?
5. How is the promotion designed to attract different market segments?
6. How are the public relation activities typically handled?

A marketing audit can be a detailed and time-intensive activity. Many college unions and student activities programs may find that a full audit is an overwhelming venture and difficult to conduct within the organizational structure. Nevertheless, the questions raised during an audit or evaluation can influence the overall success of the organization, regardless of its size. An evaluation process such as the marketing audit is a good way of assessing the quality of a union's service or activities program. If the process appears too extensive, components can be divided into more manageable ones and evaluations staggered over a period of time. The audit questions alone are a useful self-assessment tool. A critical evaluation and questioning of the status quo can help the organization improve the quality of its programs and services.

Section F:
Evaluating the effectiveness of advertising and promotions

This section will examine:

- Advance testing of advertising efforts
- Evaluating a specific program and service
- Simple ways of evaluating marketing communication efforts

Commercial advertisers know which strategies to use in reaching specific markets, and they spend millions of dollars to sell their products and services. Creating the right image and reaching the right group of people have become a well-honed science for them. Campus groups that promote services and products aren't as fortunate. Usually, the amount spent on promoting services and programs is marginal. Programs and services are planned, budgets developed, and then funds are allocated to advertising. Instead of determining advertising needs, then allocating funds, the funding is often determined by the amount of money available. When many programs are free to users, substantial advertising may be viewed as a luxury. Programs or services that do charge participants, typically operate with limited dollars and are often forced to make advertising decisions based on total monies available. This practice can be effective if the organizations periodically evaluate their efforts. Unfortunately, assessment of promotional efforts is often an afterthought or a luxury rather than an integral part of a college union or student activities program.

Evaluating marketing communication can take three forms: advance testing, general assessments of the effectiveness of media sources, and evaluation of specific communication efforts.

Advance testing

Sometimes the union staff and program planners are most adept at pretesting their advertising and promotion plans. Once initial plans are formulated, other students and staff often review the plans and improvements before implementing the campaign. This interactive process is a good first step and may be all you need to promote a simple program, but with some additional preplanning and organization, an advance testing process that examines the preliminary copy and graphics can create a more effective advertising strategy. This process is time-consuming but effective for major campaigns or for evaluating annual efforts.

To pretest the copy and graphics, systematically test their impact with a sample group representative of the user population. Create a number of samples and ask participants to evaluate the proposals. Some of the questions to ask are:

1. Of the ideas presented, which one would most likely influence you to use the service or attend the program?
2. Which piece most closely reflects the atmosphere or the service (such as a pub or coffeehouse) or the character of the program (e.g., a foreign-film series, a comedy cafe, or a classical music series)?
3. Which sample copy most clearly describes the specifics of a program or service?

Respondents can rate the ads or graphic pieces on an overall basis or rate various aspects of the pieces. Potential criteria (Kotler, 1982) include:

1. The attention-getting ability of the ad. How well does the ad or promotional piece catch the reader's attention?
2. The clarity of the message.
3. The interest appeal of the copy. Will all the copy be read?
4. The effectiveness of the appeal of the particular piece.
5. The effectiveness of the ad's suggestion for follow-through action.

A rating scale should be used to evaluate all the criteria; the most effective pieces should have high ratings on all aspects. Remember that a group rating is still a subjective measure and won't necessarily translate into actual use. Such ratings are most helpful in screening out poor pieces rather than in identifying great ones (Kotler, 1982).

Careful planning of marketing communication strategies can help ensure their effectiveness. Different strategies will be necessary for different campuses or projects.

Planners should conduct an evaluation of what works best on their campus. Consider the following channels of communication:

on-campus newspaper ad or article
on-campus magazine ad or article
off-campus newspaper ad or article
staff newspaper or newsletter
campus radio station ad, interview, or news story
off-campus radio station ad, interview,
or news story
posters and fliers on bulletin boards
fliers under dorm doors
door-hangers
campus calendar
direct mailings
table tents
banners
announcements in classes
announcements at residence hall meetings
fliers on car windshields

To evaluate general responses to the suggested options, try standard research methods such as focus groups, ongoing consumer panels, random sample surveys, or point of service surveys. Try to assess what people really see and read. To test the effectiveness of your communication channels, conduct a survey asking what influenced people to attend a program or use a service. A general awareness survey will help identify what most people actually see, but not necessarily what influences their behavior. A more specific assessment will reveal what sources work best.

In evaluating media sources and other communication channels, you need to break down data by specific target markets. For example, film-goers may use the campus and local newspaper to decide which films to see, while those who attend campus lectures regularly check the campus calendar. The staff newspaper and fliers on bulletin boards might be the best ways to reach staff members, while door-hangers might be better for reaching undergraduates.

A study done by Stanford University on communication channels found that the most effective means of communication for the campus population were student newspaper ad (62%), newspaper articles (58%), word of mouth (58%), fliers (50%), and direct mailings (40%). Data was obtained for undergraduates, graduates, faculty, and staff. User figures were also obtained for various programs: outdoor programs, art exhibits, short courses, coffeehouse entertainment, films, lectures, dances, and various types of concerts. The study also examined usage of the union's various services: bowling, the games room, coffeehouse, the store, the bank, travel service, hair salon, the information desk, and food services. With a knowledge of users and non-users, you can systematically plan marketing communication efforts. If you're interested in maintaining the existing use of a particular market, marketing communication can be directed to the larger user groups. Conversely, if new users are being sought, marketing communication can be directed to the lower-use markets. A survey sample and additional data are shown in Appendix 5-6.

Evaluating a specific program or service

Specific programs or services may require a special evaluation of marketing communication efforts. Perhaps the usage of a union snack bar has declined dramatically over the last year, or perhaps a major concert series is successful, but you're not sure which advertising is reaching the attracted audience. Two methods are useful: a random survey aimed at both users or non-users, or a point-of-service survey aimed at participants.

Random sample surveys are time-intensive and costly, but they are the most effective means of surveying responses to advertising and promotional efforts because they reach the important non-user group. This method is useful when striving to improve a program or service that is not working well. In this case, information from non-users likely will be the most useful. The non-users may read different publications, frequent different parts of campus, or be attracted by different messages.

Point-of-service surveys are most helpful when the general response to a program or service is high, but the marketing communication's effectiveness is uncertain. To learn how participants found out about the program or service, pass out survey cards to participants as they enter or leave the cards on the seats. For example, a survey can be placed beside the register in a food service or bookstore, or someone posted at the entrance to a program or service can ask participants how they found out about the event. Another option is to have a roving surveyor stroll through the crowd and randomly survey participants.

Surveyors randomly surveyed a crowd at Stanford's Christmas Faire, a long-standing successful program that serves as the major fund-raiser for Stanford's student arts. Thousands of dollars were spent annually on the marketing, but its effectiveness was purely conjecture. Evaluating the marketing communication program was critical to maintain the Faire's success and its fund-raising potential.

The Christmas Faire survey determined which campus and off-campus groups attended the Faire and in what proportion. Information was also obtained on place of residence, frequency of attendance, and the awareness of various forms of advertising and promotions. Direct mail postcards attracted most Faire participants, according to the results, followed by ads in the campus newspaper, then local newspapers.

Other means of evaluating marketing communications

1. Obtain readership figures from the campus and local newspapers. Find out what days have the heaviest readership.
2. Obtain rating figures from campus and local radio stations. Find out what shows are the most popular. What time slots and days of the week have the most listeners?
3. On the applications for union jobs or the program board, ask applicants how they found out about the position.
4. Include coupons in some forms of advertising. Leave a space for redeemers to write in their name, residence, and class status. With this additional information, you can assess who the various forms of advertising reach and which groups are most likely to use coupons.
5. Insert a brief readership survey in the major advertising piece of your program. Offer an incentive to encourage recipients to return the survey.
6. Use evaluation forms for some short-course programs. Ask participants to indicate how they found out about the class.

7. Use graphic pieces (posters, ads, or signs) that communicate the type of image you wish to project. Are they graphically appealing, eye-catching, yet easy to read? Pull together a sample display of printed materials and ask a focus group to evaluate what works and what doesn't.

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Appendix 5-1
Sales Data

From - Through May 12 - 18, 1986
Compared to May 13 - 19, 1985

COMPARISON OF REVENUE

		Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Week Total	Prev. MTD	MTD	Prev. YTD	YTD
* Windham Hill Concert	1986	12	13	14	15	16	17	18					
	1985	13	14	15	16	17	*18	19					
Union X-Roads	1986	3424	3318	3509	3330	3378	1494	761	19214	28121	47335	657274	676488
	1985	3766	3607	3452	2522	3444	1605	1101	19497	28860	48357	634012	653509
Increase/Decrease		-342	-289	57	808	-66	-111	-340	-283		-1022		22979
									-1.45%		-2.11%		3.52%
Patio Grill	1986	505	320	333	424	400	265	0	2247	2796	5043	36174	38421
	1985	370	358	380	357	411	0	0	1876	2016	3892	17033	18909
Increase/Decrease		135	-38	-47	67	-11	265	0	371		1151		19512
									19.78%		29.57%		103.19%
Corner Pocket	1986	2513	2402	2588	2374	2147	2246	2246	16516	24256	40772	443605	460121
	1985	2493	2426	2436	2172	1957	2168	2114	15766	22809	38575	371468	387234
Increase/Decrease		20	-24	152	202	190	78	132	750		2197		72887
									4.76%		5.70%		18.82%
Baker Street	1986	1201	856	868	940	822	529	493	5709	8128	13837	167132	172841
	1985	793	873	825	1022	894	691	620	5718	9223	14941	181639	187357
Increase/Decrease		408	-17	43	-82	-72	-162	-127	-9		-1104		-14516
									-0.16%		-7.39%		-7.75%
Encina Station	1986	718	869	719	768	762	0	0	3836	5093	8929	115986	119822
	1985	734	890	734	780	655	0	0	3793	4945	8738	109599	113392
Increase/Decrease		-16	-21	-15	-12	107	0	0	43		191		6430
									1.13%		2.19%		5.67%
Coffee House	1986	2530	2510	2448	2514	2183	2187	2101	16473	23907	40380	426157	442630
	1985	2702	3087	3257	2891	2600	1984	2276	18797	27262	46059	522049	540846
Increase/Decrease		-172	-577	-809	-377	-417	203	-175	-2324		-5679		-98216
									-12.36%		-12.33%		-18.16%
Golf Course*	1986								0	0	0	0	0
	1985	0	159	238	171	244	202	245	1259	2451	3710	45089	46348
Increase/Decrease		0	-159	-238	-171	-244	-202	-245	-1259		-3710		-46348
									-100%		-100%		-100%
Totals	1986	10891	10275	10465	10350	9692	6721	5601	63995	92301	156296	1846328	1910323
	1985	10858	11400	11322	9915	10205	6650	6356	66706	97566	164272	1880889	1947595
Increase/Decrease		33	-1125	-857	435	-513	71	-755	-2711		-7976		-37272
									-4.06%		-4.86%		-1.91%
Retail Store	1986	4691	4406	4198	3892	3852	3697	3802	29379	40829	70208	839551	868930
	1985	4782	4827	4733	3931	3495	3741	3870	29379	42968	72347	821845	851224
Increase/Decrease		-91	-421	-537	-39	357	-44	-68	0		-2139		17706
									0.00%		-2.96%		2.08%
Rec Center	1986	8	56	16	47	44	32	20	223	843	1066	22862	23085
	1985	335	149	20	65	75	100	34	778	796	1574	22349	23127
Increase/Decrease		-327	-93	-4	-18	-31	-68	-14	-555		-508		-42
									-71.34%		-32.27%		-0.18%
Ticket Office**	1986	3532	3397	3300	4260	3822	3114	0	21425	27017	48442	189538	210963
	1985								0	0	0	0	0
Increase/Decrease		3532	3397	3300	4260	3822	3114	0	21425		48442		210963
Totals	1986	19122	18134	17977	18549	17410	13564	9423	115022	160990	276012	2898279	3013301
	1985	15975	16376	16075	13911	13775	10491	10260	96863	141330	238193	2725083	2821946
Increase/Decrease		3147	1758	1902	4638	3635	3073	-837	18159		37819		191355
									18.75%		15.88%		6.78%

* Golf Course last day was July 7, 1985
** First day on Comparison of Revenue was April 1, 1986

Appendix 5-2
Customer Counts

From - Through May 12 - 18, 1986 Compared to May 13 - 19, 1985 Customer Count Comparison								1986					1985				
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Week CC Total	Weekly Revenue	Avg Check	Previous YTD	YTD CC	Week CC Total	Avg Check	YTD	Inc Dec	+/- %
1986 1985	12 13	13 14	14 15	15 16	16 17	17 18	18 19										
Union Crossroads	984	1529	1545	1510	1431	762	336	8099	19214	2.37	293689	301788	8610	2.05	302458	-670	-0.22%
Corner Pocket	1427	1359	1520	1348	1232	1176	1169	9229	16516	1.78	284678	293907	8487	1.86	210568	83339	25.36%
Encina Station	410	486	410	444	436	0	0	2186	3836	1.77	62188	64374	1902	1.89	62188	2186	3.51%
Coffee House	1348	1372	1330	1441	1077	1071	1128	8767	16473	1.88	238441	247208	10846	1.78	294385	-47177	-16.03%
Baker Street	1080	900	913	958	775	802	469	5575	5709	1.02	172615	178190	5477	1.04	181705	-3515	-1.93%
Retail Store**	3142	3050	2741	2796	2584	2342	2273	18928	29379	1.55	514591	533519	20481	1.43	549623	-16104	-2.93%
Ticket Office*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	21425		5141	5141	N/A	N/A	N/A	5141	
TOTALS	8371	8676	8459	8493	7535	5853	5405	52792	112552	2.13	1541331	1594123	108724	1.87	1600894	-6771	-0.42%
Weather	Sunny	Sunny	Sunny	Sunny	Sunny	Sunny	Sunny	* Transaction Count ** As of July 15, 1985, N/S are not included									

Sales Budget Summary

	This Week			Month To Date		
	Budget	Actual	Variance	Budget	Actual	Variance
Union Crossroads	35068	37977	2909	90175	93150	2975
Encina Station	3139	3836	697	8072	8929	857
Coffee House	17726	16473	-1253	45581	40380	-5201
Baker Street	5690	5709	19	14632	13837	-795
Food Total	61623	63995	2372	158460	156296	-2164
Retail Store	30650	29379	-1271	78814	70208	-8606
Rec Center	2828	2869	41	7272	6268	-1004
Ticket Office	34798	21425	-13373	89481	48442	-41039
Misc. Total	68276	53673	-14603	175567	124918	-50649
GRAND TOTAL	129899	117668	-12231	334027	281214	-52813

Gross Income -- Amusement Machines

	Weekly		Year to Date	
	Gross	Net	Gross	Net
Budget	3010	1806	123006	73203
1986	4410	2646	120040	75204
1985	3340	2004	118580	71148

Appendix 5-3
Focus Group Scripts

Focus Group Outline
Survey on Food Service
Washington State University

Explain purpose of focus group.

Assure members of confidentiality.

Tell them "your opinion counts."

Define the subject—"CUB Food Service."

1. How was your meal/snack?
2. Where do you usually eat – Breakfast? Lunch? Dinner?
3. What times and days do you generally utilize CUB Food Service?
4. What has been your worst experience involving CUB Food Service?
5. Your best experience?
6. How would you rate?

   Attitude of employees?
   The speed of service?
   Quality of food?
   Convenience of the food service?
   The dining hall noise level?
   Variety of food?

7. What do you think of the atmosphere of the CUB Food Service?
8. Where do you spend time between classes? Why?
9. Where do you study?
10. What is the most important component to a University Food Service?
11. Do you like the current menu? Is there enough variety?
12. What new items would you like to see offered?
13. In closing, I would like to ask a few general demographic questions:
    1. Age
    2. Residence hall
    3. Sex

Bill Vadino, Washington State University, Pullman, 1986.

Focus Group Participant Form
Washington State University

	Date	Interviewer	Respondents	Food Area	Food Item	Room
A.	Monday, Nov. 10	Randy	Males	End Zone	Shakes	112
B.	Tuesday, Nov. 11	Corinne	Halls	Cafeteria	Ice Cream	113
C.	Wednesday, Nov. 12	Dan	Users	Deli	NY Sodas	113
D.	Thursday, Nov. 13	Dean	Non-users	Deli	NY Sodas	113
E.	Friday, Nov. 14	April	Female	End Zone	Shakes	112
F.	Monday, Nov. 17	Daniel	Off Campus	Lair	Burgers Ice Cream	219
G.	Tuesday, Nov. 18	Cathy	Greek	Lair	Burgers Ice Cream	113
H.	Wednesday, Nov. 19	Randy	Fac/Staff	Regency	Lunch	Regency

Focus Group # ____________________ Interviewer ____________________

Participants	Phone:	Student ID #
1 ______	______	______
2 ______	______	______
3 ______	______	______
4 ______	______	______
5 ______	______	______
6 ______	______	______
7 ______	______	______
8 ______	______	______
9 ______	______	______
10 ______	______	______

Bill Vadino, Washington State University, Pullman, Washington, 1986

Focus Group Outline
Group Use in Student Activities
Montana State University

A. Why do it?

1. It can assist in interpretation of other data you may have or wish to collect.
2. The data can be useful in problem solving about specific issues or concerns.
3. Focus groups can assess changing needs quickly.

B. How does one plan a focus group?

1. Find and train students to conduct interviews on:
   a. How to conduct open-end questions.
   b. Listening skills.
   c. How to ask unbiased questions.
   d. How to observe the non-verbal behavior of the group.
2. Design an outline
   a. Be flexible.
   b. Present a specific problem, for example, a lecture, film, role play or case study.
3. Provide a good introduction
   a. Be specific about ground rules.
   b. Encourage any negative feedback.
4. Provide good incentives
   a. Food
   b. Film pass
5. Analyze the information and share with others

C. Who should be involved?

1. How to solicit participants?
   a. Solicit participants by geographic area of campus, e.g., place of work, residence hall, class.
   b. Obtain people by making cold calls, asking people using particular services in your building, asking people representing specific groups. (For example, resident assistants, chemical engineering majors, student organization leaders.)
   c. Ask for volunteers by advertising in the campus newspaper or posting signs near the area to be evaluated.
2. Size of group
   a. Plan for 5-10 participants
   b. Invite twice that amount in order to yield a sufficient number.

D. When?

1. Set up an area for an impromptu "cold call" group and solicit people walking by.
2. Arrange for a meeting room
   a. Use round tables where all participants can see.

   b. Minimize distractions.

Focus Group Outline
Lecture Program

1. Tell me about yourself (year in school, major, where you live now, and your hometown).

2. How do you spend your free (leisure) time? How often do you participate in each activity per week?

   Have you ever attended one of our lectures?

   If so, what? ________________________________

   If not, why? ________________________________

3. What type of lecture would you attend? What topics?

4. What place would be most convenient and what time?

5. How do you usually find out about any event you attend?

Joanne Yantis, Montana State University

Appendix 5-4
Comment and Suggestion Systems

FOOD COMMENTS

Got a suggestion, question, compliment, or complaint about our food services? Fill this card out and let us know your opinion about our food quality, menu, service, or just a great idea. We will answer some questions on the bulletin board above the suggestion box. Please fill in your name, address and phone number on the reverse side if you would like a personal response.

☐ student ☐ faculty ☐ staff ☐ visitor

FOOD AREA: ______________________________

COMMENTS: ______________________________

____

____

____

____

Please return to the Suggestion Box in one of the Tresidder food areas.

COFFEE HOUSE

Tresidder Union Food Service

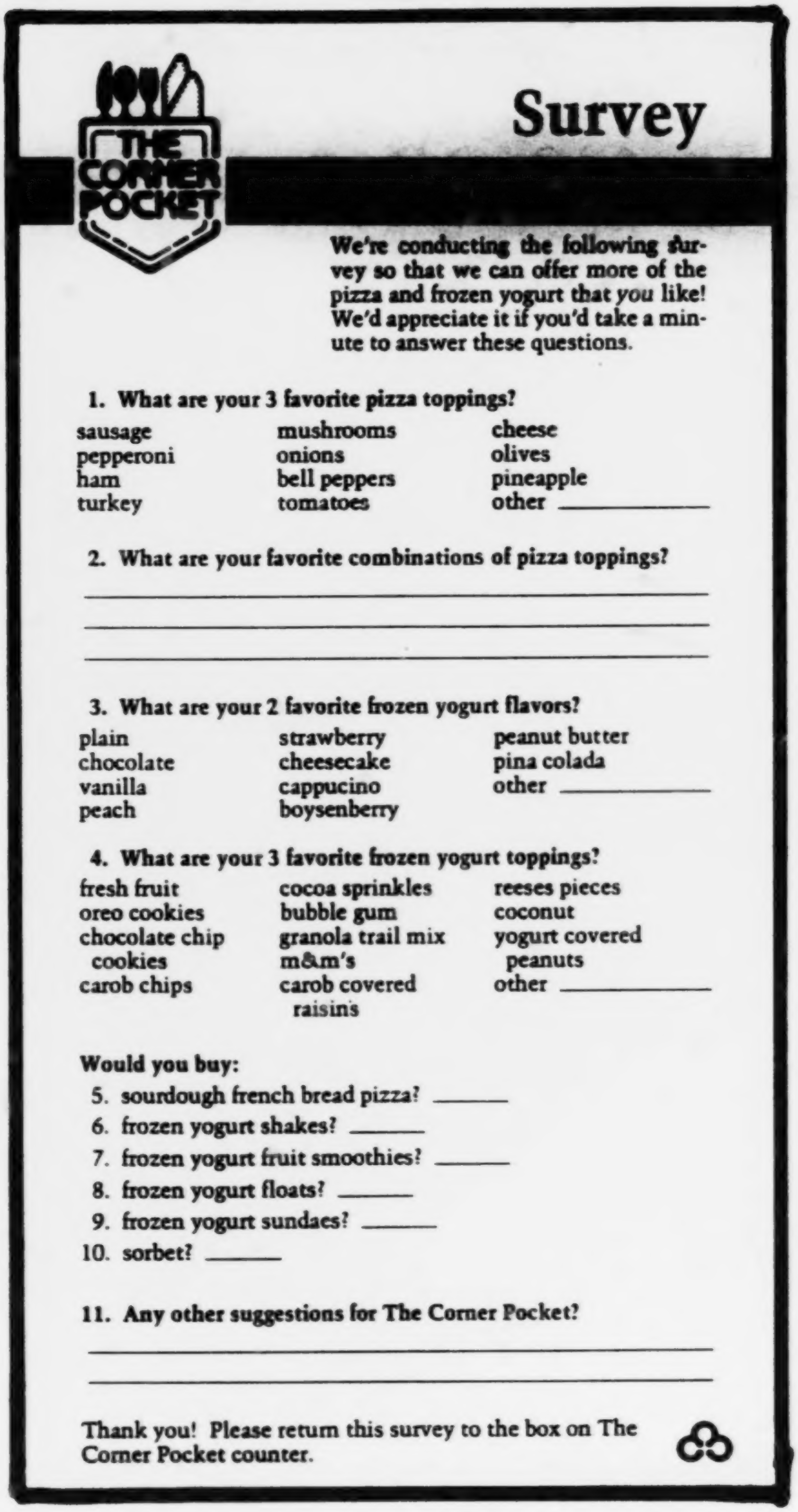
NAME: ______________________________

ADDRESS: ______________________________

____

PHONE: ______________________________

DATE: ______________________________



Survey

THE CORNER POCKET

We're conducting the following survey so that we can offer more of the pizza and frozen yogurt that *you* like! We'd appreciate it if you'd take a minute to answer these questions.

1. What are your 3 favorite pizza toppings?

sausage
pepperoni
ham
turkey
mushrooms
onions
bell peppers
tomatoes
cheese
olives
pineapple
other ______

2. What are your favorite combinations of pizza toppings?

______
______
______

3. What are your 2 favorite frozen yogurt flavors?

plain
chocolate
vanilla
peach
strawberry
cheesecake
cappucino
boysenberry
peanut butter
pina colada
other ______

4. What are your 3 favorite frozen yogurt toppings?

fresh fruit
oreo cookies
chocolate chip cookies
carob chips
cocoa sprinkles
bubble gum
granola trail mix
m&m's
carob covered raisins
reeses pieces
coconut
yogurt covered peanuts
other ______

Would you buy:

5. sourdough french bread pizza? ______
6. frozen yogurt shakes? ______
7. frozen yogurt fruit smoothies? ______
8. frozen yogurt floats? ______
9. frozen yogurt sundaes? ______
10. sorbet? ______

11. Any other suggestions for The Corner Pocket?

______
______

Thank you! Please return this survey to the box on The Corner Pocket counter.

ENTERTAINMENT EVALUATION

Circle your preferences

Date ____________

1. How would you rate this entertainer's performance?
   1 2 3 4 5
   low high

2. Do you like this type of music?
   1 2 3 4 5
   low high

3. Did you come to hear this performance in particular?
   YES NO

4. What type of music would you like to see at the Coffee House? (Check all that apply)
   Rock ____ Jazz ____ Blues ____ Comedy ____
   Folk ____ Funk ____ Soul ____ Other ____

5. Is this a good time for entertainment? (I.e. too early or too late)
   YES NO
   If NO then when would be a good time? ____________________

6. Is this a good day for entertainment?
   YES NO
   If NO then what day(s) would be good? ____________________

7. What year are you in school?
   Undergraduate ____ Graduate ____ Faculty ____ Other ____

8. Would you like to be on the STARTS/Coffee House mailing list?

Name: ________________________________

Address: ________________________________

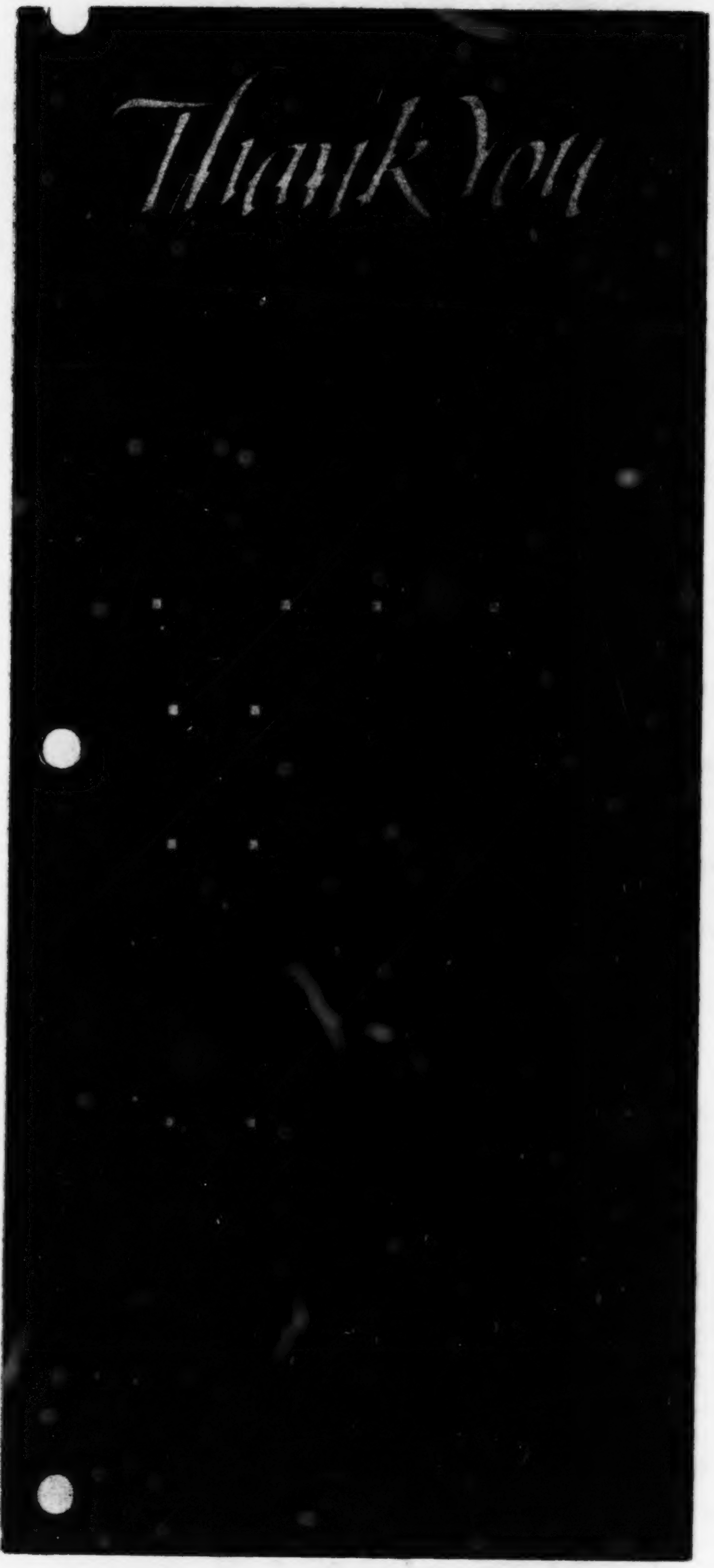
____

Comments or suggestions ____________________________

____

____

____



Thank You

Associated Students, Inc./University Union
California State Polytechnic University, Pomona

1974-1984 TENTH ANNIVERSARY

Memorandum

To: All Employees

Date: May 16, 1985

From: Neil B. Gerard
Director, University Union

Copies:

Subject: Exit Interview

As your term of employment with the University Union nears its end, we are seeking your input as to the employment experience you had with us. Current policy requires that all employees complete this form prior to release of the last pay check.

It is our hope that you will complete this form carefully and help us improve the quality of employment at the Union. Your criticisms, suggestions, and comments will help current and future employees, as well as the entire operation of the Union.

Please be assured that your response will be treated confidentially and there is no danger of your comments affecting references or opportunities for future employment with us.

Thanks for your cooperation.

NBG:hm

Member of Association of College Unions - International
Serving the college union and student activities profession since 1914

ASI/UNIVERSITY UNION
EXIT INTERVIEW FORM

NAME________________________________

It is the policy of the ASI/University Union that all full-time and part-time employees should complete this form upon termination of employment. Please complete and return to the ASI/UU Business Office prior to receiving your final pay check.

SALARY/WAGE

a. Was the salary/wage adequate for the job? Yes___ No___

b. How does your salary compare to what you know salaries/wages are for similar work elsewhere?____
____

BENEFITS (Full-time Only)

a. Were the benefits adequate? Yes___ No___

b. What part of the benefit program was the best?________________________
____

c. Were any of the benefit programs confusing? Yes___ No___ If yes, which ones?____

TYPE OF WORK

a. Was your work different from what you thought it would be? Yes___ No___

b. Were there any misunderstandings regarding your work? Yes___ No___ If yes, explain.____
____

c. Which aspect of your work did you like best?__________________________
____
____

d. Which aspect of your work did you like least?_________________________
____
____

SUPERVISION

a. Who was your supervisor?____

b. What did you like most about your supervisor?_________________________
____
____

c. What did you like least about your supervisor?______________________________

____

____

d. Your contracts with him/her were ___frequent ___infrequent ___never

e. Should your supervisor have had more or less contact with you?_______________
Why?____

____

PERFORMANCE APPRAISALS

a. How often did your supervisor discuss your work performance with you?

____

b. Was this a valuable experience for you?____ Explain:___________________________

____

____

c. Was the performance appraisal system adequately explained? Yes___ No___

GROWTH AND ADVANCEMENT

a. How would you compare the opportunities for growth and advancement here with other organizations or companies that you know about?

____

____

____

ABILITY AND POTENTIAL

a. What relevent skills and abilities do you have that were not used?___________

____

____

b. In what ways were your abilities recognized?________________________________

____

____

FACILITIES

a. Regarding the physical facilities, how would you rate your work areas?
____Excellent ____Good ____Fair ____Poor

b. What facilities should be improved?_______________________________________

____

COMMUNICATION

a. How did you receive most of your job-related information?____________________

____

b. Were you adequately informed?____ Explain:________________________________

____

c. What is your opinion of:

	Never Used	Excellent	Good	Fair	Poor
Employee Orientation	____	____	____	____	____
Staff Meetings	____	____	____	____	____
The Union Enquirer	____	____	____	____	____
Grievance Procedures	____	____	____	____	____
Affirmative Action Program	____	____	____	____	____
Employee Manual	____	____	____	____	____

d. What are your suggestions for better communcation?__________________________

____

____

____

GENERAL COMMENTS

a. What is your opinion regarding our effectiveness as a University Union?_______

____

____

b. To what extent have you been made to feel that what you do is important?_______

____

____

c. What do you think of the University Union?________________________________

____

____

d. If you were the administrator, what changes would you make?__________________

____

____

e. Are there specific incidents that caused you to look for other employment?_____

____

____

ADDITIONAL COMMENTS:____

Employee signature______________________________

Date____

Tresidder Memorial Union

STANFORD UNIVERSITY
P.O. Box 6508, Stanford, CA 94305

Dear

I understand you are either making a transition to another position within Tresidder Union or moving on to other situations. Before the quarter ends, some of the members of my staff and I are interested in receiving feedback about your experiences this past year (or several years) at Tresidder Union.

By pairing you up with a staff member for an informal discussion, we hope to get a sense of the breadth and quality of your experiences at TMU. The staff member will come prepared with some standard questions to start the conversation. However, we envision the two of you having a free-flowing discussion about such things as what attracted you to Tresidder Union, how you were trained, and suggestions for improvement.

Your comments and the comments of other students making similar transitions will be compiled to get a sense of trends and patterns. We hope to learn how we can enhance the quality of students' experiences at TMU through the insights gleaned from your remarks.

You will be contacted in the next couple of days to schedule some time for the discussion. We are estimating that your conversation will last about thirty minutes.

Thank you in advance for your comments.

Sincerely,

Ellie Oppenheim
Associate Dean of Students

A Department of the Dean of Student Affairs Office
Member • Association of College Unions — International

TRANSITION INTERVIEWS FOR TRESIDDER UNION STUDENTS

The purpose of this questionnaire is to gain information regarding Tresidder student leaders' experience at Tresidder Union. We hope to discover ways to enhance the quality of their experiences through the insights we gain from your comments.

You may note that we are asking a staff member who does not directly advise or supervise the non-returning student to conduct the interview.

1. How did you get involved in Tresidder Union?

2. How long have you been associated with Tresidder Union? In what capacity(s)? What were your major responsibilities?

3. How were you oriented to your position? How could that process have been improved? How would you describe your orientation and training?

4. Tell me a little about your experiences at Tresidder Union. (i.e. How did you get involved? What were your expectations? Were your expectations met?)

5. What did you like about your experiences here? What would you want to keep? What could have made your experiences better? Suggestions?

6. Do you feel you had adequate advising/supervising? What about it was helpful to you? What could have been improved? Suggestions?

7. What is your reason for leaving Tresidder Union/your position? What could have enticed you to stay? Did you see other opportunities available in the organization?

8. What is your overall impression of Tresidder Union? What suggestions do you have for improvement?

transiti/N2/gm

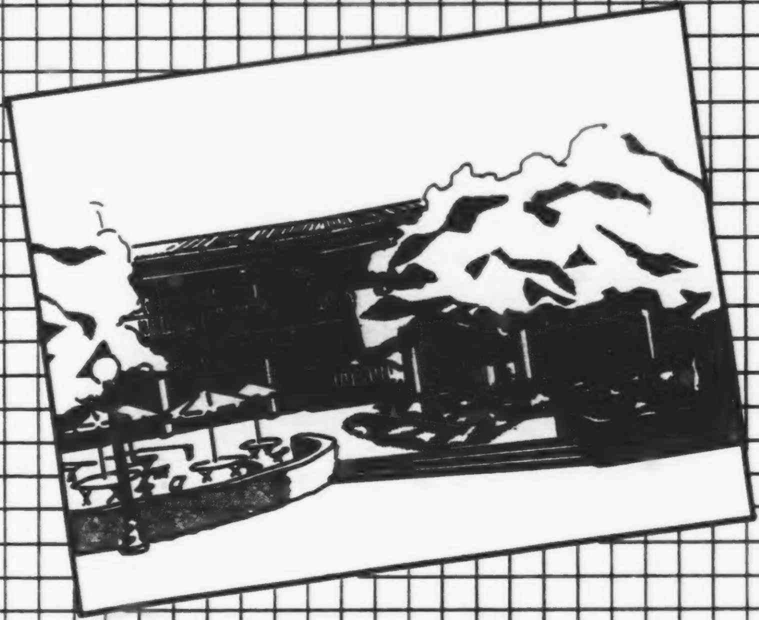
FALL 1984

Stanford University

Tresidder Memorial Union

Marketing Research

FINAL REPORT



Communications Survey: Media Preferences, Interests, Consumer Behavior, Opinions

Introduction

In an effort to improve Tresidder Union's ability to communicate with the Stanford community, the TMU Marketing Staff conducted a comprehensive Communications Survey. The TMU Marketing Coordinator, in consultation with the Director's Staff Group, felt that it was necessary to collect information that would be useful in decisions concerning advertising and publicity. Thus the 1984 Communications Survey provides Tresidder Union with up-to-date information on how the Stanford community finds out about programs and services on campus.

As a by-product of this survey it was also possible to garner information on levels of interest in a range of activities plus updated information on usage levels of Tresidder Union and all TMU departments.

Methodology

1. Tresidder Memorial Union (TMU) Marketing Staff interviewed key TMU staff to determine information needs.
2. Survey questionnaire designed by TMU Marketing Staff.
3. Survey questionnaire pretested with approximately 25 subjects. Some questions revised. Final version typeset and printed.
4. On May 21st, 1984, the self-administered questionnaires with postage-paid return envelopes were mailed (bulk rate for students and ID mail for faculty/staff) to 2060 randomly selected Stanford students, faculty and staff (approximately 10% of the identifiable Stanford community). The survey was 7 pages in length with twenty six questions soliciting up to a maximum of one hundred and seventy four items of information. The survey was estimated to take fifteen minutes to complete. (Campus Mail Services handled the stuffing and mailing of the surveys)
5. The cover letter attached to the survey was developed and signed by the TMU Marketing Coordinator.
6. Follow-up post cards reminding the survey recipients to complete the survey were mailed to students on May 29, 1984.
7. By June 10, ten days after the closing date of the survey, 769 (37%) usable questionnaires were returned.
8. Because of the design of the surveys, the normal coding step was eliminated. Data Entry Services of ITS entered the data by July 1, 1984.
9. Mark Thornburgh, A Stanford Student and president of the Coffee House, was contracted to complete the data processing of the data using the SPSS-X statistical package on Stanford's main frame computer. Completed on July 15, 1984.
10. The TMU Marketing Staff was responsible for the analysis of the data and the resulting recommendations.

tresidder
union Stanford University P.O. Box 6508 Stanford, Ca. 94305-0139

Each day you are barraged with hundreds, if not thousands of advertising messages in the form of radio and TV commercials, newspaper ads, flyers, billboards and junk mail. Some of these messages are helpful because they inform you of things that you are interested in. However, many may not be of interest to you and may in fact become burdensome.

Tresidder Union provides a variety of programs, services and facilities for the Stanford community. To meet our goal of serving the needs of students, faculty and staff, we must develop effective means of communicating with all of you. To that end, the enclosed survey inquires about your interests, your knowledge about campus events, and the ways by which you learn what's going on. We will use this informtion to design advertising and publicity campaigns that inform rather than burden those of you on the receiving end.

The survey takes about 15 minutes to complete. While we realize that your time is scarce and valuable, your responses are needed to get you the information that you are most interested in. The random sample selected for this survey is small, which means that we really need to hear from you if our conclusions and decisions are to be soundly based. A postage paid envelope is enclosed or you may drop the survey off at the Tresidder Information Desk. Please return the survey by May 31.

Your cooperation is very important and we thank you for it.

Ted Hoef
Ted Hoef
Marketing Coordinator

P.S. To show our appreciation for completing the survey you will receive one FREE SODA from The Store plus a chance at a **free Sunday brunch party** for six people at a Palo Alto restaurant. To obtain your free soda and to enter the drawing, include the label from our mailing in the return envelope. Be assured that once your survey is returned your name will be separated from it, and your responses will be completely anonymous.

SURVEY OF COMMUNICATIONS CHANNELS
Spring 1984

Please check the appropriate response.

1. Sex:
   1. ☐ Male
   2. ☐ Female

2. Marital Status:
   1. ☐ Single
   2. ☐ Married

3. Current Status at Stanford: *(check one)*
   1. ☐ Freshman
   2. ☐ Sophomore
   3. ☐ Junior
   4. ☐ Senior
   5. ☐ Co-terminal
   6. ☐ Graduate
   7. ☐ Faculty
   8. ☐ Staff
   9. ☐ Other ________ (specify)

4. Current Residence: *(check one)*
   1. ☐ On-Campus, Private residence
   2. ☐ Off-campus, within 10 miles
   3. ☐ Off-campus, more than 10 miles
   4. ☐ Florence Moore/Lagunita/Roble
   5. ☐ Mirrielees/Manzanita/Escondido
   6. ☐ Toyon/Branner/Wilbur/Cowell Cluster
   7. ☐ Row or Fraternity
   8. ☐ Crothers/Stern
   9. ☐ Governor's Corner

5. If you work on campus please indicate your primary work location: *(check one)*
   1. ☐ MedCenter/Stauffer Buildings
   2. ☐ Jordan Quad/CIT/Forsythe
   3. ☐ Athletics/Bonair Siding/Pampas
   4. ☐ Terman/Roble/Publications
   5. ☐ Quadrangle/Mitchell/Durand/Physics
   6. ☐ Old Union/Tresidder/Bookstore
   7. ☐ Law School/Meyer/Green/Cubberly
   8. ☐ GSB/Encina Hall/Old Pavilion/Hoover
   9. ☐ Other ________________ (specify)

6. Which of the following periods do you usually spend away from campus? *(check all that apply)*

6 - 8
☐ Thanksgiving Break
☐ Christmas Break
☐ Spring Break

9 - 11
☐ Week after commencement
☐ Summer Quarter
☐ Week before fall Quarter

Continued on next page.

7. We'd like to know what activities interest you. Please check all of the following activities (University sponsored or otherwise) that you are likely to attend or participate in.

12-20
- ☐ Art Exhibits
- ☐ Short Courses
- ☐ Coffee House Entertainment
- ☐ Films
- ☐ Lectures

- ☐ Outdoor Recreation Activities
- ☐ Chamber Concerts
- ☐ Jazz Concerts
- ☐ Major contemporary concerts

21-28
- ☐ Video and pinball arcade games
- ☐ Billiards
- ☐ Bowling
- ☐ Recreation Tournaments
- ☐ Theater

- ☐ Dances
- ☐ Parties
- ☐ Noon Concerts

8. How often do you usually participate in leisure activities? *(check one)*

Note: For our purposes here, leisure activities is defined as entertainment, recreation, eating out, movies, dancing, etc.

29
1. ☐ Once per day
2. ☐ A few times per week
3. ☐ Once a week
4. ☐ A few times a month
5. ☐ Once a month
6. ☐ A few times a quarter
7. ☐ Never

9. On the average, how much do you spend for entertainment and leisure activities per week?

30-32 $ ☐☐☐ per week

10. Which of the following best describes how you usually decide to attend or participate in leisure activities (as defined above).

33
1. ☐ Usually plan a week or more in advance
2. ☐ Usually plan a day or more in advance
3. ☐ Usually plan at least a few hours in advance
4. ☐ Usually decide spontaneously
5. ☐ It varies

Continued on next page.

11. Campus events are announced & advertised in a variety of ways. Which of the following *usually* get your attention? *(check all that apply)*

34-48 ☐ Daily article
☐ Daily ad
☐ Once Around the Quad listings
☐ Chaparral Ad
☐ Campus Events Tape

☐ Doorhangars on your door
☐ Palo Alto Weekly ad
☐ Peninsula Times Tribune ad
☐ Tresidder Information Desk
☐ Student Directory ad

☐ Television ad
☐ Signs or tables in White Plaza
☐ Announcements on LOTS terminals
☐ Direct phone calls
☐ Campus Report Calendar

49-62 ☐ Mailings
☐ Flyers on bulletin boards
☐ Word of Mouth
☐ Flyers/poster on kiosks
☐ Table tents

☐ Flyers under your door
☐ Tresidder Programs Guidebook (on pink newsprint)

☐ Banners on Tresidder
☐ Campus Report article

☐ Announcement at dorm meeting
☐ Radio ad
☐ Announcements in classes
☐ Billboards on campus vehicles
☐ Other ______________________
(specify)

12. What media do you use regularly? *(Please check a maximum of nine across all categories)*

NEWSPAPERS

63-69 ☐ Campus Report
☐ S.F. Chronicle
☐ S.J. Mercury
☐ Stanford Daily

☐ Palo Alto Weekly
☐ Peninsula Times Tribune
☐ Other ______________
(specify)

RADIO

70-77 ☐ K101
☐ KARA
☐ KBAY
☐ KFOG

☐ KGO
☐ KJAZ
☐ KLOK
☐ KPEN

78-84 ☐ KQAK
☐ KSFO
☐ KSOL
☐ KYUU

☐ KZSU
☐ KFII
☐ Other __________
(specify)

TELEVISION

85-92 ☐ Ch. 2-KTVU
☐ Ch. 4-KRON
☐ Ch. 5-KPIX
☐ Ch. 7-KGO

☐ Ch. 9-KQED
☐ Ch. 11-KNTV
☐ Ch. 20-KTZO
☐ Other __________
(specify)

13. On what days are you most likely **not** to read the DAILY? *(check all that apply)*

93-97 ☐ Monday
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday

Continued on next page.

14. At what time(s) of day do you usually listen to the radio? *(check all that apply)*

1-5 ☐ 6-7 am
☐ 7-9 am
☐ 9-12 noon
☐ 12-4 pm
☐ 4-6 pm

6-10 ☐ 6-10 pm
☐ 10-12 midnight
☐ After 12 midnight
☐ It varies too much to pick any of the above
☐ Don't listen to the radio

15. Check all of the following publications that you have read in the past year.

11-17 ☐ Chaparral
☐ Up Front Magazine
☐ Dial Tone
☐ Aurora
☐ Stanford Quad

☐ Daily Football Issue
☐ Palo Alto Weekly

18-23 ☐ Tresidder Union Programs Guidebook (on pink newsprint)
☐ IFC Rush Book
☐ ASSU Course Guide
☐ I-Center Calendar

☐ GSB Reporter
☐ The Real News

16. Where do you most frequently *notice and read* flyers and posters on campus? *(check all that apply)*

24-27 ☐ Dorm or House
☐ Kiosks
☐ Library
☐ Tresidder Union

28-30 ☐ Department Bulletin Boards
☐ Office(s)
☐ Cafeterias

17. The Tresidder Union Programs Guidbook is a quarterly guide to programs that is printed on pink newsprint. Which of the past Guidbooks have you read? *(check all that apply)*

31-33 ☐ Winter 1983
☐ Spring 1983
☐ Summer 1983

34-36 ☐ Fall 1983
☐ Winter 1984
☐ Spring 1984

18. What best describes your use of the Tresidder Union Programs Guidbook? *(check only one)*

37
1 ☐ Not aware of it
2 ☐ Don't read it, but know it exists
3 ☐ Skim and toss
4 ☐ Read thoroughly and toss
5 ☐ Read and pass along to a friend
6 ☐ Read and keep for a while

Continued on next page.

For students only. **Faculty & Staff go on to the next question.**

19. To whom do you turn to for opinions about programs on campus? *(check all that apply)*

38-43
☐ your RA
☐ Resident Fellows
☐ Orientation workers

☐ Advising Associates
☐ A friend/colleague
☐ Office Manager

44-49
☐ Tour guide
☐ Student organization leaders
☐ Professors

☐ Roommates
☐ Dept. Chairperson
☐ Other ______________________________

Your responses to the next two questions will help us to know which services you are most interested in receiving information about.

20. How often do you usually go to Tresidder Union *(check one)*

1. ☐ more than once a day
2. ☐ daily
3. ☐ a few times a week
4. ☐ weekly
5. ☐ occasionally
6. ☐ never

21. What best describes your use of these Tresidder Union Services and Activities?
(Please circle the appropriate response.)

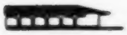
	UNAWARE OF IT	DAILY	A FEW TIMES PER WEEK	WEEKLY	OCCA SION-ALLY	NEVER
STARTS programs	1	2	3	4	5	6
Bowling	1	2	3	4	5	6
Games Room (arcade)	1	2	3	4	5	6
SOAR program (outdoor programs)	1	2	3	4	5	6
Coffee House	1	2	3	4	5	6
The Store	1	2	3	4	5	6
Wells Fargo Bank	1	2	3	4	5	6
Sequoia Travel	1	2	3	4	5	6
Stanford Hairstyling	1	2	3	4	5	6
Corner Pocket	1	2	3	4	5	6
Main Course in Union Crossroads	1	2	3	4	5	6
Marcel's Pastry Shop	1	2	3	4	5	6
Catering	1	2	3	4	5	6
Ticket Office	1	2	3	4	5	6
Information Center	1	2	3	4	5	6
Meeting Rooms	1	2	3	4	5	6
Encina Station	1	2	3	4	5	6

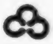
Continued on next page.

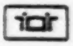
22. **Have you received a Tresidder Union key tag/ring?**

68 ₁ ☐ **yes** ₂ ☐ **no**

23. Can you identify the correct logos? ***(pick the correct number for each)***

1. 

2. 

69 ______ a) Tresidder Union logo 3. 

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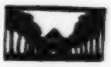
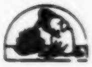
1. 

2.

70 ______ b) STARTS logo 3. 

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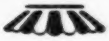
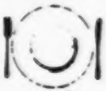
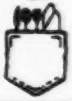
1. 

2. 

71 ______ c) Corner Pocket logo 3. 

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24. Please indicate the degree to which you agree or disagree with each of the following statements:

1 = **strongly agree**
2 = **agree**
3 = neutral/don't know
4 = **disagree**
5 = **strongly disagree**

72-75
______ It is clear to me where all the services and facilities are located in Tresidder Union.
______ My experiences with Tresidder Union have been mostly positive.
______ Tresidder Union is a student oriented organization and facility.
______ I would make use of discount coupons for a 25% savings on programs and services at Tresidder

Continued on next page

25. Do you have any additional suggestions about how Tresidder Union can improve its publicity, promotion or advertising?

26. If you would like to be on a mailing list for Tresidder Union programs and services please fill out the following. This will be separated from your survey upon receipt so as to maintain anonymity of your responses.

Name: ______________________________

Address: ______________________________

____

Thank you very much for your time and assistance.

Please return this survey to Tresidder Union by May 31, 1984.

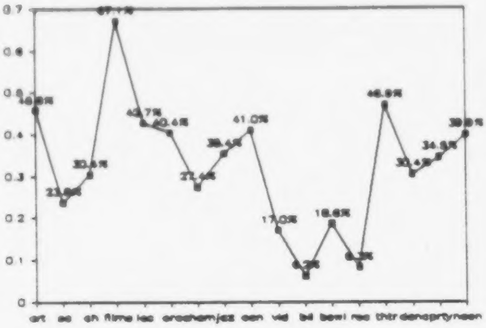
To show our appreciation for completing the survey you will receive one FREE SODA from The Store plus a chance at a **free Sunday brunch party** for six people at a Palo Alto restaurant. To obtain your free soda and to enter the drawing, include the label from our mailing in the return envelope. Be assured that once your survey is returned your name will be separated from it, and your responses will be completely anonymous.

Summary
Conclusions and Recommendations

The following conclusions and recommendations, in summary form, are based on the analysis of research data obtained from the completed surveys. The results indicated these significant conclusions:

* During some break periods there is a significant number of students who remain on campus (in addition to a large number of faculty and staff).

* Activities of most interest to the general population are films (67%), theater (47%), art exhibits (46%), lectures (43%), contemporary concerts (41%), noon concerts (40%) and outdoor recreation (40%). Activities of most interest for undergrads are films (73%), parties (61%), dances (57%), outdoor recreation (63%), and contemporary concerts (52%)1 There is a significant difference in activities that interest undergrads and graduate students. Graduate students are most interested in films (76%), art exhibits (46%) and theater (44%).



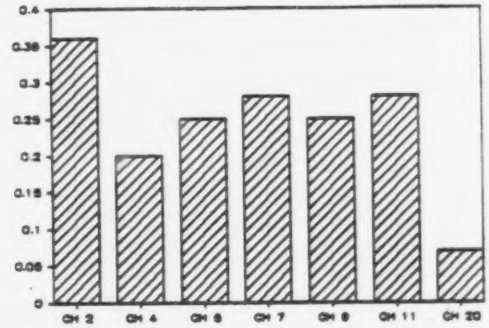
* Markets that TMU does particularly well in include:

Bowling (84% share)
Billiards (75% share)
Video and Pinball (89% share)

Significant in this report refers to managerial significance, not necessarily statistical significance. Managerial significance suggests that the numbers are useful indications of the general population. When analyzing these numbers consider: the importance of the differences, the managerial effect, the feasibility of changing the status quo, and any relevant constraints. Because of the projected use of these results statistical significance has not been noted in this report. However, this information is available on the computer printouts.

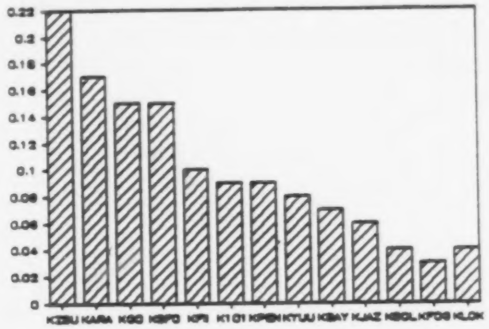
The most watched TV stations are:

- Channel 2 36%
- Channel 7 28%
- Channel 11 28%
- Channel 9 25%
- Channel 5 25%



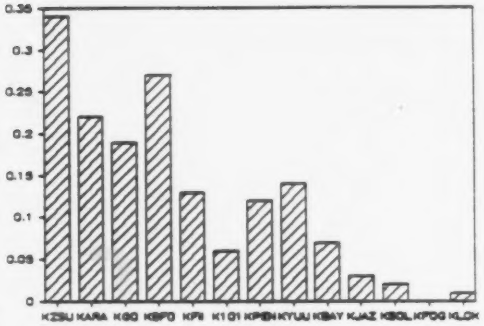
The most listened to Radio stations are:

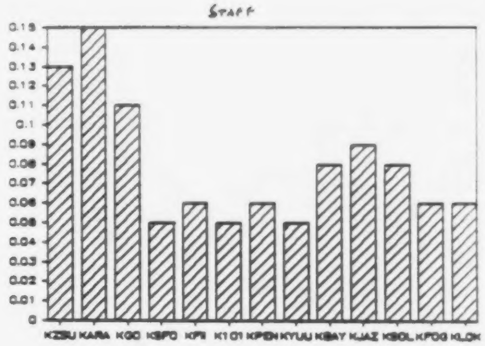
- KZSU 22%
- KARA 17%
- KGO 15%
- KSFO 15%



Undergrads:

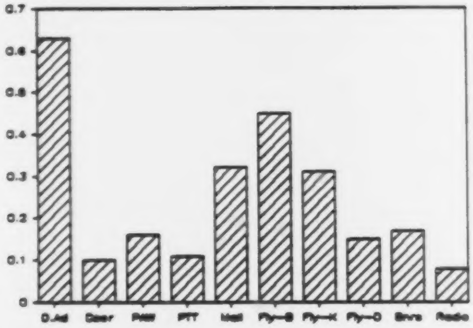
- KZSU 34%
- KSFO 27%
- KARA 22%
- KGO 19%
- KYUU 14%





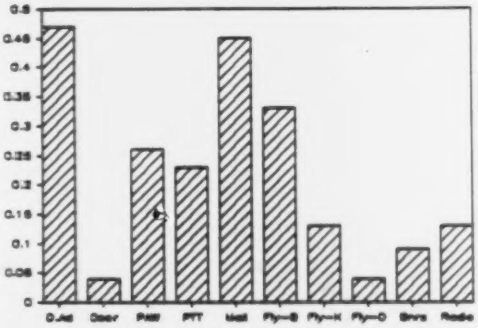
For graduate students the most effective methods are:

- **Daily ads 63%**
- **Word of mouth 56%**
- **Daily articles 54%**
- **Flyers on boards 45%**
- **Mailings 32%**



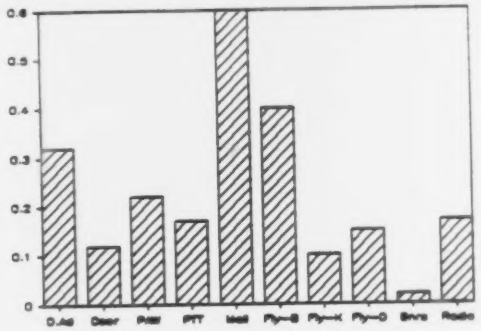
For staff the most effective methods are:

- **Campus Report articles 56%**
- **Campus Report Calendar 52%**
- **Daily articles 48%**
- **Daily ad 42%**
- **Mailings 45%**



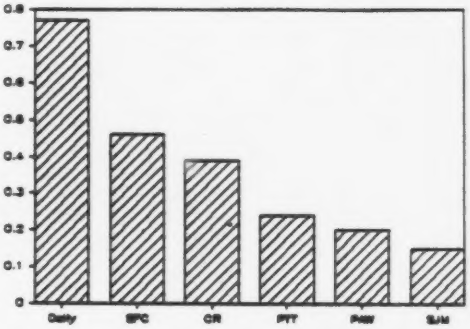
For faculty the most effective methods are:

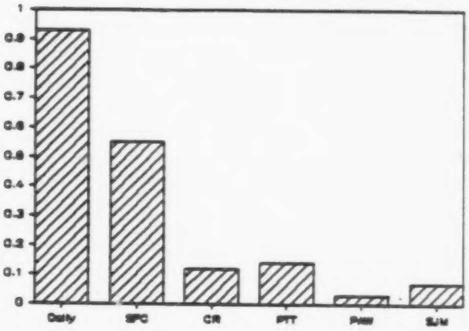
- **Campus Report article 55%**
- **Mailings 60%**
- **Daily article 45%**
- **Flyers 40%**

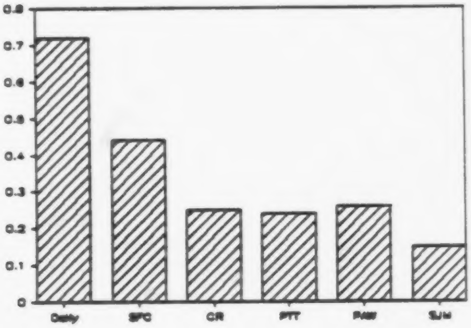


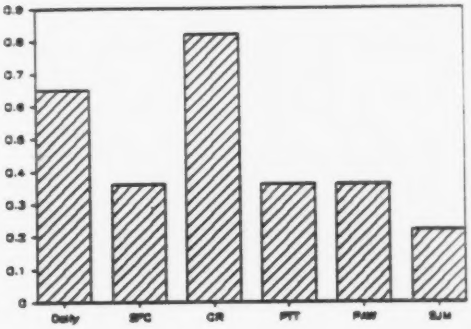
The most read newspapers are:

- **Stanford Daily 77%**
- **S.F. Chronicle 46%**
- **Campus Report**
- **Peninsula Times Tribune 24%**





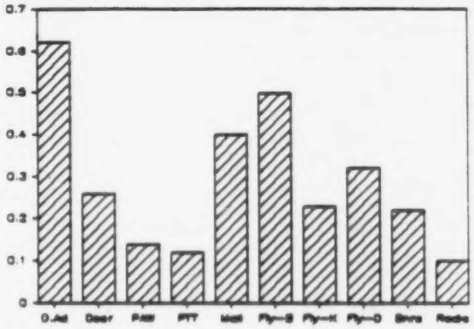


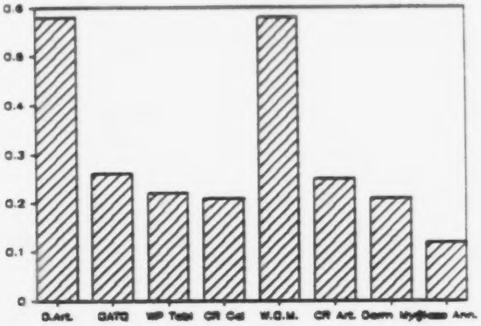


* Markets that offer the most opportunity for improvement on the part of TMU include:

Outdoor recreation (15% share)
Films (28% share)
Art exhibits (30% share)
Short courses (35% share)
Music (27 - 33% share)

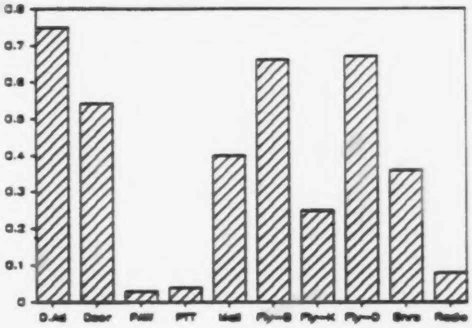
* The most effective means of getting the word out about events and services for the general population are: Daily ads (62%), Daily articles (58%), word of mouth (58%), Flyers (50%) and mailings (40%).





For undergrads the most effective methods are:

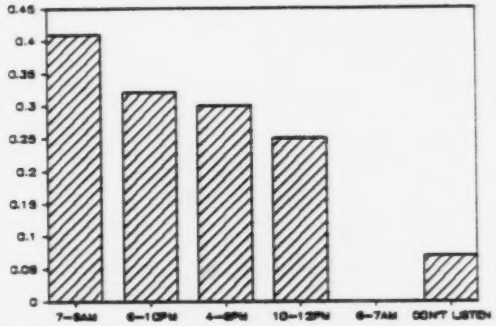
- Daily ads 75%
- Daily articles 69%
- Flyers on Boards 66%
- Flyers under doors 67%
- Door hangers 54%
- Word of mouth 79%



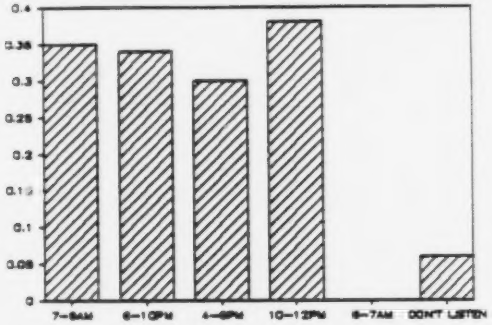
The best times to advertise on the radio are:*

- 7-9 am 41%
- 6-10 pm 32%
- 4-6 pm 30%

(* to reach most campus listeners)



For undergraduates, 10-12 is the best time.



* The Stanford Daily has the highest readership on Wednesdays and Thursdays. The average readership is 16,000 per day. The difference between a poor readership day (Friday) and the best day (Wednesday) could be as much as 1,300 people.

* The most read publications on campus for students are:
Course Guide (76% for undergrads)
Stanford Quad (54% for undergrads)
Chaparral (45% for undergrads)
Palo Alto Weekly (49% for graduate students)

* The best locations for flyers are:

Undergrads	grad students	Fac/Staff
Dorm/House 90%	Dept. 70%	Dept. 68%
Cafeterias 35%		Offices 41%

- For undergraduates word of mouth advertising is important. Key opinion leaders are friends (86%), room mates (62%) and RA's (46%).

- Word of mouth is important for grad students also, but appears to be more departmentally based. A key opinion leader is usually a friend or colleague.

- There is some confusion about locations of services in Tresidder Union. Thirty percent unclear as to locations in TMU.

- Most people (75%) feel that their experiences with Tresidder Union have been positive. Graduate students are less pleased (10% felt it was not positive).

- Feelings were somewhat mixed about Tresidder Union being a student oriented facility (although the majority (58%) thought it was).

- A majority (67%) of people would make use of a 25% discount coupon. This would be especially attractive to undergrads (81%).

- Awareness levels for most services are good. The best are:

The Store	99.7%
Ticket Office	99%
Coffee House	99%
Wells Fargo Bank	99%
Sequoia	98.5%
Bowling	98%

Starts and SOAR have the lowest awareness levels (76 and 80%).

- Usage levels appeared to increase in most areas. Overall TMU usage increased from 88% in 1982 to 98% in 1984. The most used services are:

Store	86%
Coffee House	85%
Corner Pocket	67%
Wells Fargo	63%
Ticket Office	62%

The least used services are:

Catering	9.5%
SOAR	11%
Hairstyling	11%
Encina Station	22%

* Direct Mailing appears to be an effective method of reaching our population. Fifty percent of the respondents put their name on our mailing list.

* 237 suggestions/comments were offered for question #25. These comments were split between ways of improving our advertising and publicity (2/3), and comments related to our service/image (1/3). The vast majority of comments relating to our services were negative comments relating to food service, high prices and our image as a profit seeking organization.

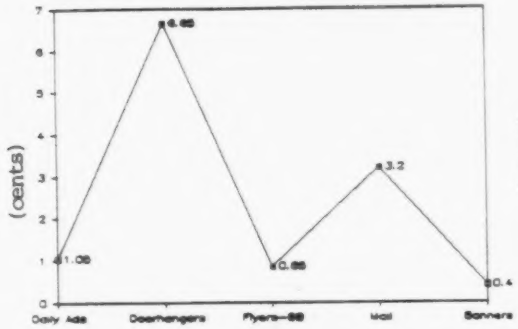
* Guide book readership is not as high as expected (12-14%).

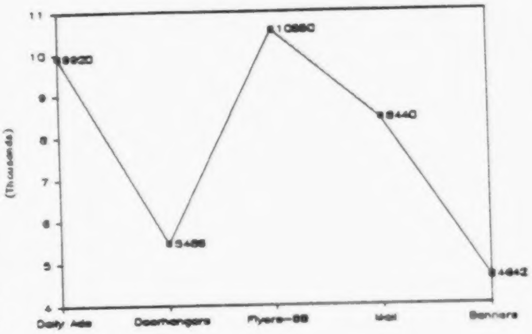
* The TMU key tags have not been received by as may people as previously thought. Only 50% of all undergraduates could remember receiving them.

* Logo recognition is fairly good for the Tresidder Union logo (83%) although there is room for improvement among faculty and staff.

Logo recognition poor for starts (41% especially among faculty, staff and grad students.
Logo recognition for the Corner Pocket is good among undergrads and grads, but could use improvement for faculty and staff.

* Two other indicators of effectiveness for communication channels are a) the number of people reached and b) the cost per person. The graphs below illustrate the results for both of these measures of effectiveness.





The results above refer to the overall population. When you concentrate on specific market segments the most efffective channels by these criteria are: undergrads - Daily Ads, reaching 4571 people @ $.0229 ea., graduate students - Daily Ads, reaching 3020 people @ .0348 ea., faculty - flyers in the mail, reaching 780 people @ $.128 ea., staff - flyers in the mail, reaching 2835 people @ $.056 ea.

Recommendations

The primary recommendations from this research are as follows:

- Maintain and perhaps increase our use of Daily ads.

- Use direct mail more extensively. Recruit people to put their name on mailing list through mail in/drop off coupons, tables in White Plaza, etc. Use an 'effective date' to keep list current. Also select the individual from University's ranks.

- Distribute flyers/announcements to graduate student boxes in their department.

- Identify space in Tresidder Union for graduate student socializing, i.e. a lounge, or certain hours in the Coffee House (May also be a need for a staff and off campus undergrads).

- Put a tour of Tresidder Union into the Orientation Schedule for all students (staff too).

- Install maps/directories in the locations around the building.

- Do a wider distribution on the Campus Events (pink sheet).

- Incorporate more bulletin board space into the downstairs Information Center area.

- Keep the areas open during break periods. Advertise these open services more extensively. Target the advertising to residences traditionally open at this time.

- Move to more consistent formats for Daily ads, such as consistent format, size, location and day for most ads. Also try to group ads together in some way, all on the same page or in similar location on successive pages.

- Plan and implement more discount, coupon and sales programs to establish goodwill, increase traffic and encourage repeat business. These plans should be centered on passing along savings to customers and creating high visibility for these savings.

- Stress quality and value. In some cases product and service should be improved so that customer perceives that the price is a fair one to pay for a quality product. Do not promote quality and value until it is actually up to par.

Chapter 6
Putting It All Together

This chapter addresses the following topics:

- A review of the marketing process and a step-by-step method for marketing the college union
- Applied marketing at two hypothetical college unions
- Profiles of marketing programs at four diverse institutions

With this information you can adopt a marketing system for a union or student activities organization.

Section A: A review and a step-by-step method for marketing the college union

We have devoted 154 pages to describing how to market the college union. Now we will attempt the near impossible: a summary of the keys to marketing the union.

Marketing the College Union
The Major Components

I. Focus attention on the market and seek ways to understand and measure it.

  A. Market measurement and forecasting

    1. Determine the potential, available, served, and penetrated markets.

    2. Measure current market demand
      a. Total market demand
      b. Total market sales
      c. Union's projected or actual market share

    3. Forecast future demand

  B. Market segmentation and targeting

    1. Identify the criteria for segmentation

    2. Develop profiles of segments

    3. Develop measures of segment attractiveness and need

    4. Select target markets
      a. Based on relevance, size, accessibility, and measurability
      b. Using undifferentiated, differentiated, and/or concentrated strategies

  C. Consumer analysis

    1. Determine how individuals think, feel, and act

    2. Develop an understanding of the consumer's decision-making process
      a. Needs arousal
      b. Information gathering
      c. Decision evaluation
      d. Decision execution
      e. Post-decision assessment

II. Planning the marketing mix

  A. Develop products, programs, and services geared to the needs of the campus.

    1. Determine the length, width, and depth of the product mix

    2. Develop individual products

B. Develop a competitive position vis-à-vis other programs and services

  1. Analyze current perceptions

  2. Determine what position is most desirable while still supporting the organization's goals and objectives

  3. Identify resources available to help obtain the desired position

C. Determine pricing

  1. Develop pricing objectives
    a. Usage maximization
    b. Cost recovery maximization
    c. Profit maximization
    d. Market desensitization

  2. Develop pricing strategies
    a. Markup
    b. Cost plus
    c. Break-even
    d. Cost minus

D. Distribution

  1. Physical locations
  2. Level and quality of customer service
  3. Hours of operation
  4. Number and location of branches/satellites
  5. Design of facilities
  6. Use of outside contractors

E. Sales force

  1. Training the staff and student employees to support the marketing program

F. Marketing communication

  1. Advertising

  2. Promotional events

  3. Publicity

  4. Public relations

  5. Collateral materials

  6. Sales promotions

  7. Novelties

III. Evaluation

Section B: Marketing applications: Two hypothetical cases

The following fictional cases illustrate how the marketing principles discussed in this publication can be applied at both large and small institutions.

The cases depict large-scale marketing efforts. At one school, the union did not yet exist when the marketing program began; at the other school, the union was failing. Large, complex marketing problems had to be created to illustrate a broad range of marketing concepts. Marketing is just as valuable for the successful union that requires few changes as for the union that is yet to be built.

Case 1: Dallas State University

The year is 1997. The place is Dallas, Texas, where the population increased dramatically after several large high-tech firms relocated in the early 1990s. As a result, the state of Texas built a new campus, Dallas State University (DSU), in 1993.

Because of its proximity to the new center of computer technology, Texas' newest institution of higher learning has become an instant success. Many high-tech firms contributed donations, so DSU raided The University of Texas and Texas A & M University for the best faculty. The combination of location and outstanding faculty has drawn thousands of students to the new school. In DSU's second year, 25,000 students enrolled in fall classes.

DSU's first priority was to build sufficient classroom, laboratory, and office space. Now the DSU administration has turned its attention to student services and has appointed a planning committee to address the need for a college union. One of the committee's first tasks was to hire a union director. After a national search, Suzanne Block, a veteran of union administration at institutions in the Southwest and California, was hired.

The new director and planning committee then began discussing what might be included in the new campus union. Block convinced the committee that development of the new union must begin with a thorough analysis of the DSU campus population. This was only after several lengthy debates in which committee members argued they knew what was best for the campus and that research and analysis were a waste of time and money.

Block successfully persuaded the committee and campus administration that the union's design must fo-

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cus on the needs and desires of the campus population and that this consumer orientation must be integrated into all aspects of the planning and operation of the union.

An analysis of the campus population revealed the following demographics:

Total population = 25,000 students

22,000 undergraduates (15,000 full-time, 7,000 part-time)
3,000 graduate students
6,000 staff members
1,800 faculty

Average age

Full-time = 23
Part-time = 36
Graduate = 28

Race

White = 70%
Hispanic = 15%
Black = 10%
Asian = 2%
American Indian = 2%
Other = 1%

Sex

Male = 45%
Female = 55%

Marital Status

Single = 17,000
Married = 8,000

Home location

Texas = 70%
Louisiana = 15%
Oklahoma = 10%
Other U.S. = 3%
International = 2%

Residences

4,000 live on campus in single housing (residence halls)
1,000 live on campus in married student apartments
20,000 commute from the Dallas area

Other notes:

- Students have a high degree of computer literacy.
- Students prefer indoor recreation because of the heat in the Dallas area.
- Most students have moved from metropolitan areas such as Houston, New Orleans, San Antonio, and Tulsa. Many of the staff and faculty have moved from either the San Francisco or Boston areas. Therefore students, faculty, and staff have fairly sophisticated tastes in food and entertainment.

After reviewing registration records, the committee decided to sponsor a research project with the assistance of the DSU marketing research department. A telephone survey was conducted with a random sample of 400 students, faculty, and staff. This information was used to perform the following marketing functions:

- Market measurement and forecasting
- Market segmentation and targeting
- Consumer analysis
- Planning the marketing mix

At this point, the committee planned the programs, services, and facilities of the new union. Considerable time was spent on the physical aspects of the building, and an architect was hired to design the new union to meet the planning committee's goals and objectives.

After the budget and drawings were approved, construction began in early 1996. At that time, the director hired the rest of her key professional staff. Don Reynolds was hired as the assistant director for marketing, Sheila Johnston as assistant director for programs, and Dwight Becker as assistant director for operations. Hollie Fitzgerald was elected as the first union board president.

Always focusing on the needs and desires of the DSU students, faculty, and staff, the union staff further developed the programs and services to be offered when the building opened in the fall of 1997. For each program and service area, the staff completed a marketing plan that included decisions on pricing, competitive position, hours of operation, and various forms of marketing communications designed to build the image and awareness of the new union services and programs.

When the building opened in 1997, DSU students, faculty, and staff entered a 350,000-square-foot facility designed to meet their needs. The union includes:

- A meeting and conference center.
- A large theater, seating 2,500 people.
- A small experimental theater, seating 200.
- A sunken lounge at the heart of the building where students, faculty, and staff can meet and interact.
- A child-care facility serving the needs of the large population of married students.
- A commuter lounge; photo I.D. center; ticket office;

automatic tellers from area banks; art gallery with permanent and changing displays; bookstore and computer sales outlet; dry cleaners; TV room with a videotape library; music listening room with compact disc players; and a recreation center with 12 bowling lanes, 10 pool tables, a weight room, running track, four racquetball courts, and six tables for table tennis, plus a few vintage video games. The union also includes a convenience store run by U-Totem, a regional store chain.

- A food court offering Tex Mex, barbecue, Cajun, pasta, seafood, salad bar, omelette bar, juice and veggie bar, New York style deli, and a French bakery shop. A fast-food burger restaurant run by one of the national chains and a pizza parlor with on-campus delivery are also located in the union.

All of the union's retail units use a credit card system in which students present a card for all their purchases and are billed at the end of the month.

The union also includes office space for student organizations and the student newspaper. There is a computer center, complete with desktop publishing capabilities, for student organizations to produce their materials.

The program department's plans for the first year include visual arts, video presentations (lectures and concerts), a night club, films, special events like springfest, informal classes, indoor recreation, a lecture program, and a series on multiculturalism.

The first few months of operation exceed expectations in terms of building traffic, usage of services, and attendance at programs. To ensure the future success of the union, the director instructs the staff to develop planning and control mechanisms and an evaluation process.

Case 2: Jenkins College

The year is 1987. Jenkins College in Richmond, Va., a liberal arts college founded in 1901, has history and tradition. McCall Union is no exception. For 50 years it was an important campus landmark, visited by thousands of Jenkins students.

In 1982, fire destroyed the union. The college president, Chuck White, quickly formed a planning committee, and a new union was constructed in a record 18 months. With ample funding from the estate of the late William Phillips, long-time dean of students at Jenkins, Phillips Memorial Union opened ahead of schedule in the fall of 1984. Because of a time clause in Phillips' will, the union was constructed without a great deal of planning. It was designed to resemble a union built at another college of similar size in Michigan. Even though no expense was spared in the design and construction, students did not immediately flock to their new campus center. Because of budgetary pressures, the union's operations were expected to at least break even, but the first few years found the union heavily in the red. This made matters worse, and by the winter of 1987, Jenkins College was faced with a beautiful, expensive 2½-year-old building that was vastly underutilized.

President White, persuaded by alumni with fond memories of the popular McCall Union, brought in a new union director, Bill Keagan, to breathe life into Phillips Memorial Union. Keagan arrived on campus in January and began to assess the situation.

Six hundred undergraduate students were enrolled in spring semester at Jenkins College. The college employs 250 faculty and staff, many of whom have been with Jenkins for a number of years.

All students live on campus in one of four dormitories or several fraternity and sorority houses. Every student is on a meal plan. Faculty and staff usually eat lunch at the Faculty Club in the administration building or at one of the local establishments in Richmond.

Half of all Jenkins' students are from Virginia, the rest from all over the United States. Most are from middle-class backgrounds and are in the traditional college-age bracket. The racial makeup of the campus was white (90%), black (7%), Asian (2%), and Hispanic (1%).

The new director realized he should quickly get in touch with the characteristics and needs of the students, faculty, and staff. He spent a great deal of time meeting with students, faculty, and staff at meetings, forums, breakfasts and lunches in the residence halls, and just walking around campus and engaging in casual conversation.

From these contacts, he brought together interested students, faculty, and staff to form a new union board. Keagan knew from experience the union would have to focus on the needs of today's users to succeeed. One of the new union board's first actions was to assign a task force to develop a market orientation in the union and to orient marketing into all aspects of its operation. After several meetings, the task force recommended the union establish a mechanism for providing marketing services to support its goals and objectives. Even though the union staff was small and the budget tight, the director convinced the president to approve a new position—an assistant director with responsibility for marketing—to assist the union director and the union board in making the union a popular campus center again.

Keagan instructed the new assistant director, Sue Holbrook, to prepare a marketing master plan by the end of April. As a result of this plan, the union embarked on a major research project exploring the campus population's needs and desires.

An analysis of the research results included these findings:

- Students, faculty, and staff desired a place to meet for lunch. Even though all students were on a meal plan, many were not happy being restricted to their residence's dining halls.

- The students' favorite foods were burgers and pizza.
- Faculty and staff wanted salad bars and nutritious offerings.
- Students reported a strong desire for a campus recreation center, complete with billiard, foosball, table tennis, racquetball, and a fitness center.
- Jenkins College had an outstanding school of music, and many thought the union should take advantage of this.
- Many students traveled extensively during school breaks.
- Students enjoyed concerts and dances, yet there wasn't room for such activities in any of the existing facilities.
- The campus did have an art gallery, but it was dominated by the college's permanent collection. Students wanted space to hang student work.
- Because the entire student population lived on campus, many students asked for a place to socialize in the evening.
- Some students expressed a desire for informal classes on topics like dance, aerobics, and car repair.
- The college's student organization leaders expressed a need for leadership training activities.

In addition to the responses from students, faculty, and staff, the union director also heard from alumni who wanted a place to meet on campus during visits and reunions. The college's alumni club, which operated out of tiny offices in the basement of the library, confirmed this response.

A situation analysis found that the union had certain strengths and weaknesses. The union was an attractive, large building, constructed in a way that would easily accommodate interior renovations. Another strength was the strong support offered by the new union board and the alumni. Weaknesses included an ineffective programming organization, hindered by its ties to the highly political, bureaucratic student government, and many small meeting rooms that were used rarely.

The cafeteria was very traditional and operated by the same food service that ran the residence hall dining rooms. The food service used the union cafeteria as a training ground for its dining hall, so the food quality was inconsistent. Few students noticed since it was a cash-only operation, and all students were on meal plans in the residence halls.

The union also featured a huge lounge that ordinarily would be a great asset. However, this lounge seemed cavernous to the few students who ventured in. Traditionally decorated, with colonial style furniture, the lounge didn't appeal to students, and it could hardly be described as the "hearthstone of the campus."

Based on these findings, Holbrook and Keagan devoted the summer to working with a union board planning committee to propose a new mix of services, programs, and facilities. In the fall, a presentation was made to the union board that included:

- A new food court featuring a grill, pizza parlor, salad bar, and a "light and easy" counter offering nutritious choices.
- A new meal-plan card that would allow students to use meal credits in the union.
- A reorganization of the food service to bring more qualified personnel to the union's operation.
- A reorganization of the programming group, tying it to the union board while maintaining some link to student government.
- Student activities leadership programs offered by staff and faculty.
- Office space for the alumni club and a redesign of some of the small meeting rooms to accommodate student and alumni functions.
- Informal classes on a variety of topics in the remaining small meeting rooms.
- Renovation of the huge lounge to include a smaller, warm lounge with a fireplace and comfortable seating arrangements, plus an enclosed recreation center behind a new wall with various indoor recreation opportunities. A fitness center operated by a local health club, with steep student discounts, was also recommended.
- Renovation of part of the cafeteria to make a small, cozy student night club, perfect for socializing, with dancing on the weekends.
- Afternoon informal concerts presented by music students in the lounge. A madrigal dinner, coproduced by the union's food service and the music department.
- A travel agency in one of the small meeting rooms, offering low fares for students, faculty, and staff.

The union board accepted the recommendations and sought financial assistance from the student government. Because of the politics of the programming reorganization, funding was not approved. However, the union led a successful campaign for a referendum on a quarterly union fee, thus providing some of the funding for the interior renovations.

Powerful alumni realized the mistakes made in the hurried construction of the Phillips Memorial Union and were impressed with the current union administration's efforts. Alumni contributions were enough to finance the remaining renovations.

The union was poised to undergo another major change in the '90s. The staff and union board were determined to make this change successful and as the renovations progressed, they continued to develop marketing plans for the new services and facilities. They made some tough decisions on pricing and hours of operation. Staff also developed marketing communications to change the image of the union and to obtain high awareness of the new services and programs. They shared renovation and reorganization plans with students at forums in their residence halls. Keagan, Holbrook, and union board members attended numerous faculty and staff meetings to explain why the union was undergoing more changes, just a few years after original construction.

Because the union could not afford to fail again, Keagan encouraged the board and his staff to develop planning and control systems and mechanisms for ongoing evaluation. He realized the union must constantly stay in touch with the needs of the Jenkins College students, faculty, and staff.

Section C: Profiles of marketing programs at four diverse institutions

To illustrate different types of successful marketing programs, we selected four diverse institutions: University of Wisconsin at Madison; Prince George's Community College in Largo, Md.; Southern Illinois University at Edwardsville; and Stanford University in Palo Alto, Calif.

These institutions were selected because (1) the authors were familiar with the strengths of their marketing programs; (2) they represent diverse institutions in various parts of the country; and (3) they provide marketing support services in very different ways, yet each is successful, proving that there is no one single formula for success.

A number of other institutions have very successful marketing programs, but it is just not possible to include all of them. One additional note: We provide only a glimpse of each institution's marketing programs. Please do not assume that what is presented is the entirety of their marketing programs.

University of Wisconsin at Madison
The Wisconsin Union

The University of Wisconsin is a large state school, located in the state's capital. The Wisconsin Union has a long, illustrious history as a leader in the college union movement.

More than 25,000 people visit the Wisconsin Union daily in its two locations, Memorial Union and Union South. The union's services include nine food service units, 13 other revenue-producing units, and 10 program areas. It is one of the largest union operations in the world.

To support marketing efforts, this large union structured its marketing department similar to an advertising agency. The marketing staff is divided between creative tasks (such as copywriting and graphic design) and account tasks (such as marketing planning, coordination, and research) (see Figure 6A).

Figure 6A
Marketing Organization

Creative Staff	Account Representatives	Union Units
Copywriting	Market Research	Food Units
Graphic Design	Marketing Planning	Revenue Units
	Media Placement	Program Areas
	Publicity, Public Relations	

Each account representative takes responsibility for meeting the marketing needs of specific units. They act in the unit's best interest while applying marketing principles to the unit's needs. These people also act as the primary communication link between unit managers and the rest of the marketing staff, who are involved in conceptualizing and producing marketing communications materials (i.e., ads, fliers, brochures).

The account representatives establish marketing objectives and plans in conjunction with the unit managers; then the account representatives and creative staff members work as a team to conceptualize specific approaches to ad campaigns and other marketing communications.

The Wisconsin Union staff feels the benefits of this approach include:

- Clear communication between marketing staff and other units and staff
- A high quality product with fewer errors
- The ability to meet deadlines regularly
- A team of staff members within the marketing department who can work closely on developing creative concepts for marketing projects
- A marketing department with a good understanding of the units' problems and needs
- Final products and services provided by the marketing department that realistically and successfully meet the units' expectations

Intra-department communication is illustrated in Figure 6B.

A full-time marketing director and an assistant marketing director lead the marketing department. The marketing director is responsible for marketing planning, market research, and supervision of graphics and the print shop. The assistant marketing director is responsible for copywriting, publications, press releases, and media placement. These two individuals supervise the accounts of all program areas and food service and revenue-producing units of the union. The marketing department also includes six to 10 part-time employees and interns as graphics designers and account representatives.

The Wisconsin Union's marketing department approaches a marketing problem as illustrated in Figure 6C.

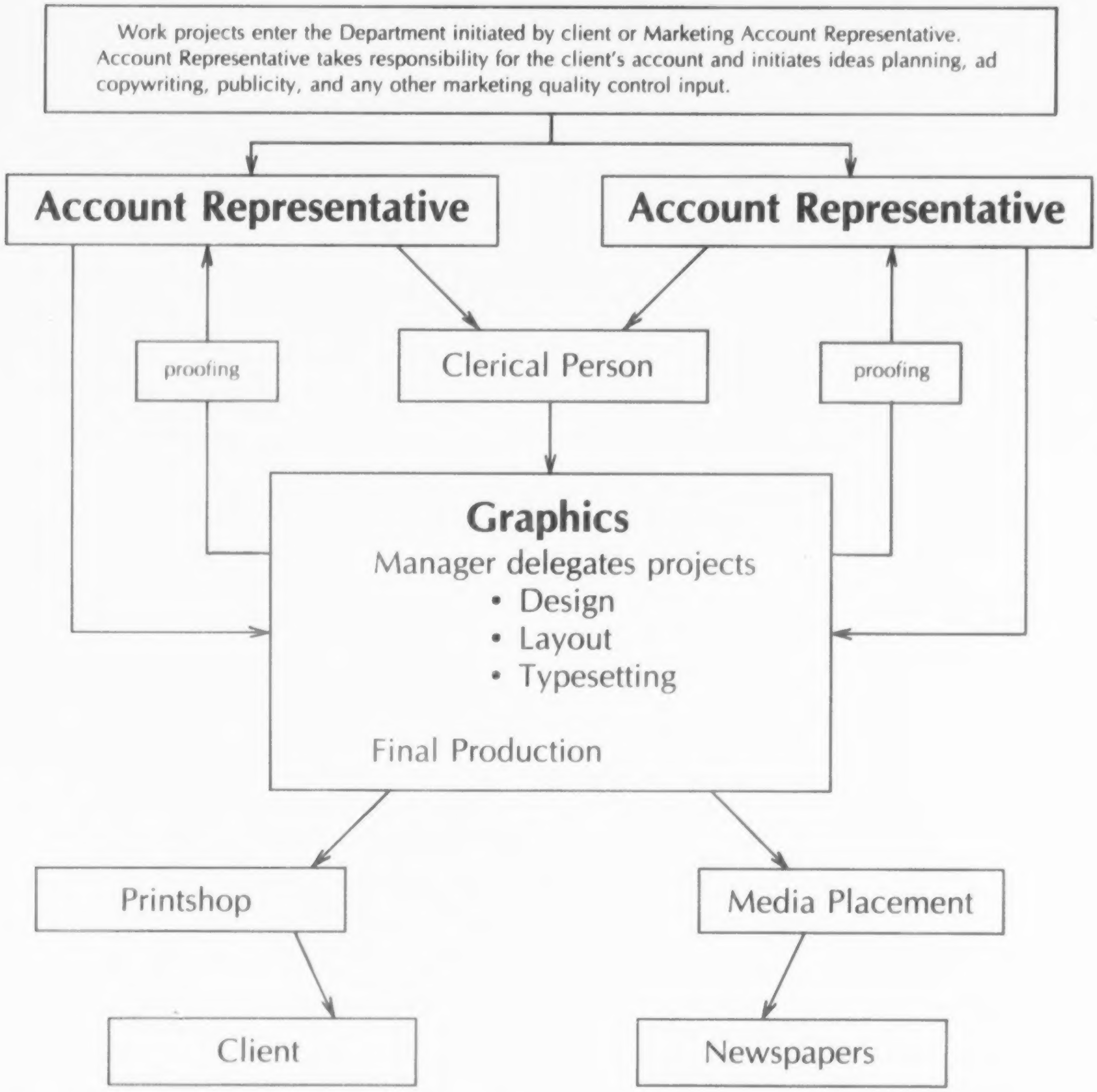

Figure 6B
Intra-departmental Communication

Work projects enter the Department initiated by client or Marketing Account Representative. Account Representative takes responsibility for the client's account and initiates ideas planning, ad copywriting, publicity, and any other marketing quality control input.
Account Representative
Account Representative
proofing
Clerical Person
proofing
Graphics
Manager delegates projects
• Design
• Layout
• Typesetting
Final Production
Printshop
Media Placement
Client
Newspapers

Stanford University
Tresidder Union

Stanford is a private, highly selective, major research university, located in Northern California. Half of its 13,000 students are graduate students. The campus is highly residential, with 8,500 students as well as 750 faculty and staff families housed on campus. The campus population includes 8,000 faculty and staff.

Tresidder Memorial Union is the campus's community center, dedicated to serving all students, faculty, staff, alumni, and visitors. Its services include eight food service units, seven program areas, games room, convenience store, banking services, travel agency, 11 meeting rooms, salon, information center, ticket office, and computer center. More than 14,000 people visit Tresidder Memorial Union daily.

Figure 6C
Sample Problem-Solving

Stiftskeller

Re-positioning an Existing Revenue Unit

Factual Situation:
- A New Ad Campaign needed
- Macroenvironment: ◆ alcohol consumption
  ◆ drinking age

Problem:
- Can't promote alcohol/wine
- Listing prices is old, tired (unproven) approach

Solution:
- Identify what is really being sold–The value people receive and position accordingly.

Casual, comfortable atmosphere conducive to friendships, fun, lively discussions, enjoyment of music, movies, etc.

The union created a marketing department in 1981 when a full-time marketing coordinator was hired. The marketing coordinator organizes all marketing efforts including annual marketing plans, marketing communications, and market research. This person also supervises the information center.

A team of student graphic designers includes one supervisor and seven designers, a copywriter/editor, and a photographer. Each of these students works approximately 10 hours a week. The marketing coordinator also has a student research team consisting of a supervisor and two research assistants. The union budgets $3,000 to $5,000 annually for market research.

Highlights of the marketing program include:

1. **Product mix:** The overall mix of union services is evaluated periodically, and input is sought from the campus population via annual surveys. A long-range plan for changes in this mix to better meet the needs of the campus was developed in 1982. This has led to several renovation projects. The plan was updated in 1986.
2. **Pricing:** All price changes are evaluated based on market conditions. Final approval is made by the assistant director.
3. **Positioning:** The union has recognized the importance of positioning, especially in relation to its Coffee House. Student tastes changed, but the Coffee House didn't. Therefore, the Coffee House was perceived as a place for older graduate students and leftover '60s-types to hang out. Strategies were developed to reposition it as a popular place for mainstream undergraduates, a group that could produce the volume of traffic necessary to keep the doors open.
4. **Market measurement and forecasting:** A survey was conducted to provide information useful in planning the expansion of the successful union convenience store. Based on this research, projections were made for the size of the market for certain lines of products (i.e., video rentals, fresh produce and vegetables, frozen foods, etc.). The survey analysis helped us conclude that the current university staff operating the store did not have the expertise and re-

sources to maintain the current operation while adding new product lines and services. As a result, the store operation was contracted to a national food service company that operated convenience stores on other college campuses.

5. **Distribution:** Analysis of campus traffic patterns revealed many students did not pass the union on their trips to and from classes and the library, yet they expressed a need for snack items, beverages, and an occasional lunch. As a result, the union's food service developed a cart that could be wheeled into the mall next to the library offering bagels, croissants, and juices in the morning; Polish dogs and bratwursts around lunch; and cookies and beverages in the afternoon.
6. **Advertising:** The overall union advertising budget is $110,000 with funds spent directly by the union and its contractors. Food service spends the greatest amount on advertising and promotions: $70,000 annually. One of the most successful efforts was a comprehensive summer ad campaign. It included a series of ads in the "Summer Visitor's Guide," published and distributed weekly by the student newspaper. This was complemented by door-hangers placed on the doorknobs of the residence hall rooms occupied by summer students and conference participants. The ads and door-hangers offered incentives for initial use of union services. Large posters were also displayed prominently around campus. All materials had the same graphics look and the slogan "Take Five." This campaign successfully maintained revenue at acceptable levels when the majority of students were gone.
7. **Novelties:** Tresidder Union found success with novelty items such as painter's caps, cold-can holders (huggies), and highlighters. The painter's caps and cold-can holders promoted the union's convenience store. They were tied to Stanford's big game against their arch rival, the California Bears. School spirit helped make them very popular. The highlighters were given out during midterms and finals, revolving around study-break promotions. These items served a dual purpose: They generated additional traffic *and* served as constant reminders of the union.
8. **Evaluation:** Many forms of evaluation test the program's effectiveness and the users' satisfaction. Examples include comment card boxes in all food service units and the convenience store, regular customer traffic records, and annual customer feedback questionnaires in many units.
9. **Research:** Several major user/non-user surveys have been implemented. The research program has incorporated mail and phone surveys and focus group interviews.
10. **Marketing planning:** Tresidder Union has established an annual marketing planning process in which unit managers and program staff take part. This important part of the budget cycle helps the marketing department provide better services to meet each unit's marketing objectives. It also helps the staff coordinate and schedule marketing efforts.
11. **Education:** A great deal of effort is put into training union staff on marketing-related topics. Through various workshops and classes, they have become more equal partners in the marketing of their services. A comprehensive marketing manual has been developed for all managers and program staff.
12. **Top management support:** The administration of Tresidder believes in the value of marketing. The director and assistant directors have substantial course work or work experience in marketing.

Southern Illinois University at Edwardsville University Center

Southern Illinois University at Edwardsville (SIU-E) is a commuter school of 10,000 students, situated 20 miles northeast of St. Louis. Approximately 1,000 students live on campus in university-owned apartments. The vast majority of the student population comes from within 40 miles of the campus. The percentage of part-time students has risen over the past few years, and currently the FTE is 7,000.

The University Center, built in 1967, is a 220,000-square-foot facility that houses four food service units; a bookstore; recreation center with bowling, billiards, foosball, table tennis, and video arcade games; large sunken lounge in the center of the building; several smaller lounges; nine meeting roms, plus a conference center that can be separated into additional meeting rooms; art gallery; barber/beauty salon; large ballroom; print and design shop with services available to student groups; candy counter; and information desk. The center also provides office space for student government, student activities, campus newspaper, and several other student services.

The assistant director of the University Center coordinates the marketing activities. To provide marketing support services, the staff has a full-time print and design supervisor, who also is the lead designer for the center's marketing materials; two volunteer undergraduate interns for basic design and layout; two paid undergraduate interns to handle printing; a graduate assistant for promotional events; and one graduate assistant for market research.

Because of a staffing reorganization, the assistant director spends only about 10 percent of the time on marketing-related activities. This has declined significantly from the early '80s when the marketing program was getting started. At that time, another assistant director handled operations of the University Center.

The University Center began to coordinate some aspects of a marketing program in 1979. The effort initially concentrated on image development through the coordination of graphic design for all University Center departments. In 1983, a full-time position was added to handle design in-house; previously it had been done by design firms or freelancers.

The University Center's marketing budget, not including salaries, is $35,000. Of that, $28,000 is budgeted centrally and allocated at the discretion of the assistant director; $12,000 goes to the design and print shop for the UC design work they provide; and $7,000 is allocated to various center departments for media placement and printing. The print and design shop has a $50,000 annual budget for preparation of ads and printed materials. Because ad rates for the campus newspaper and the design handled in-house are inexpensive, the center gets much for its money. The University Center's total operating budget is $3 million.

The graduate assistant for market research's activities include monthly department traffic counts; an annual buildingwide traffic count and survey, where surveyors count every person coming through each entrance, and survey every 19th person; annual reports on buildingwide student employment levels, utility consumption and cost reports, room scheduling reports, and catering income comparisons; and special survey work, including a major consumer assessment survey (on a three-year cycle), and various needs assessments.

Some of the successful promotional events include the cosponsorship of a welcome week with the program board; a coffee concert series with the music department; athletic team receptions in the main lounge with the athletic department; an annual winter event and springfest with the program board; a madrigal dinner with a local high school; daytime "center stage" performances with university performing groups; and a free-ride series to events in the St. Louis area. The University Center uses one van to transport students who have purchased tickets for various events (20 per year). This free-ride program has generated additional traffic in the building from those students who live on campus and don't get into the University Center very often. Most of these students do not have a car, making this offer very attractive.

The marketing department prepares copy and plans the placement of ads, fliers, and posters for each department, five weeks prior to the beginning of each quarter. This advance planning allows them to maintain a consistent look and combine ads. All department heads are involved in evaluating and reacting to these plans.

The University Center staff has developed several successful ways to get the word out about their programs and services. The center regularly reserves a full page in the SIU-E continuing education newspaper and devotes $30,000 to a quarterly tabloid about the University Center, which is mailed to all students and some community members.

A video display unit near the main entrance features continuous tapes about programs and services. The University Center is fortunate to have sophisticated video production and editing capabilities in-house.

A videotape about the center's programs and services—sort of a video brochure—is shown to all incoming students during new student orientation. The University Center staff feels this is the single most effective tool they use for image and awareness.

The University Center regularly uses newspaper ads and posters for welcome-back campaigns, employee visibility, and awareness of department locations and services. They also use exterior banners over the main entrances and an exterior display board of activities. Four-color posters are produced every quarter and distributed widely. A portable display unit is set up on a rotating basis in the classroom buildings. The admissions office uses a four-color folder highlighting University Center services and facilities.

These marketing efforts have resolved former image problems. Since the inception of the marketing program, income and traffic have grown steadily. It cannot be documented that the marketing program was a direct cause of this, but staff feel it certainly played an important role.

Prince George's Community College Data Based Programming

Since 1970, Prince George's Community College in Largo, Md., has used a survey system that provides quantifiable data on student program interests, student demographics, preferred delivery systems, and trends affecting cocurricular activities programming.

The student activities office gathers data by using a survey form at Prince George's class registration. The survey is part of registration paperwork and must be presented as part of the academic registration process. The completion of the survey is voluntary, but a 55–70 percent response has been achieved consistently. Samples of surveys can be found in Appendix 6-1.

The surveys are tabulated and the results categorized, so the staff can use them for reference during program planning sessions. A program can be directed toward a specific group by combining factors such as age, time, activity, and preferred day.

The computer center generates a demographic report from attendance information compiled at each event. This enables program planners to review the age, sex, race, marital status, and student status of the audience. At post-event evaluation meetings, the program planners and the activities staff discuss the program, attendance, impact, and modifications that may enhance the next program.

A list of people who have indicated interest in different types of programs such as art exhibits, science fiction movies, or modern dance is generated and made available to program planners. A set of addresses can be obtained on gummed labels, in ZIP code order, so advertising for a program can be sent directly to the target market.

Lists of people interested in specific activities and clubs such as Bible study groups, the women's center, or martial arts can also be generated. These lists are supplied to campus organizations, which use them to recruit new members for the various student organizations. These services are available through the student activities office. As a result, the traffic flow in the student activities office has increased and the image has become positive.

This data-based programming system eliminates much of the guesswork involved in activities planning and provides a foundation for the staff to base their counseling for organization and program development. It also provides an objective and quantifiable method of evaluating activities programming. It can improve the ability of the activities program to affect student recruitment and retention.

Such a system cannot work without the cooperation of the registrar's office and assistance from the computing center, something that may not be easily obtained on some campuses. However, the benefits of access to all registered students far outweigh the effort involved in gaining this cooperation and assistance.

For examples of results from data-based programming, see Figures 6D and 6E.

Section D: Summary

We have presented many arguments why marketing is essential to the success of college unions and student activities programs. We have also illustrated various marketing components and shown how to use these components. The amount of this information you use at your institution is your decision. Whatever you do, please remember the following concepts.

Marketing is not a quick-fix, automatic formula that can be applied the same way in every situation. You must design your marketing programs based on your campus's needs and your institution's resources. Feel free to use ideas found in these pages that sound perfect for your campus, but first, carefully evaluate them to determine if they meet the needs of your campus. Some may be perfect as is while others may need substantial modifications.

Marketing is *not* advertising. Marketing communications are just one part of a marketing program. Make

Figure 6D
Results from Survey at Registration

	Before 12	12-1	1-3	3-5	5-7	7-11	SAT	SUN
Time periods preferred for programs	8%	9%	11%	10%	14%	32%	41%	22%

	Art	Movies	Dances	Lectures	Plays	Concerts
Types of programs interested in	19%	51%	27%	20%	31%	23%

	Comedy	Western	Sci Fi	Musical	Mysteries
Types of movies	59%	21%	27%	19%	38%
	X-Rated	**G-Rated**	**Animation**	**Classics**	**Horror**
	14%	19%	17%	17%	45%

Figure 6E
Student Activities Event Attendance Report

Health Fair, April 6&7

Faculty	17	3.45%
Classified staff	20	4.06%
Administration	1	.20%
Part-time students average age = 43	188	38.17%
Full-time students average age = 22	184	37.31%
Guests	83	16.84%

Race		
American Indian	1	.2%
Asian	12	3.0%
Black	120	29.0%
Hispanic	10	2.0%
White	267	65.0%

Marital Status		
Married	135	33%
Single	275	67%

Sex		
Male	103	40%
Female	247	60%

sure your marketing communications are effective, but don't rely on them to carry the load. And when you evaluate your marketing communications, make sure you adhere to the AIDA formula:

- Get the **Attention** of the reader by giving a small taste of the benefits of the program or service.
- **Interest** the reader by directing the message to the target market.
- Arouse the reader's **Desire** by illustrating the benefits of the program or service and backing them up with facts.
- Cause the reader to take some **Action** by asking specifically and clearly for whatever it is you want done.

There is no one best way to organize your marketing activities. All college union and student activities programs should include some means for marketing research, the development of products, programs, and services designed to meet the needs of the campus, and marketing communications to tell the potential consumer what you have to offer.

College unions and student activities programs can benefit from a marketing philosophy. This marketing philosophy requires an organization to aim its activities and resources toward a single end: meeting the needs and desires of its consumers—the students, faculty, staff, and visitors of the institution.

STUDENT SCHEDULE

Please PRINT Clearly and Press Firmly

☐☐☐☐☐☐☐☐☐ **Social Security Number** ______ **Curriculum Title** ______ **Semester/Year**

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ **Last Name** **First Name** **MI** ______ **Home Phone** **Business Phone**

______ **Address: Number & Street** **City** **State** **Zip Code**

Course	Number	Section	Course Ref. #	Course Title	Credit Hours	Class Starting Time						Room #
						Mon	Tues	Wed	Thur	Fri	Sat	

Advisor's Signature **Student Signature**
(Student Accepts Responsibility for Self-advisement) **Registration Processed By:** **Date:**

PART ONE - Circle One

A. Indicate what you hope to achieve at Prince George's Community College

1 Take courses without working towards a degree or certificate
2 Certificate
3 Associate Degree

B. Indicate which most closely corresponds to your primary reason for attending Prince George's Community College

1 Exploration of new career or academic areas
2 Preparation for immediate entry into a career
3 Preparation for transfer to a four-year institution
4 To update skills for a job currently held
5 For interest and self-enrichment
6 Other (please specify) ______

PART TWO - Circle Any or All Responses

C. I would like College Activities to occur during

1 Before noon
2 Noon to 1 p m
3 1 to 3 p m
4 3 to 5 p m
5 5 to 7 p m
6 7 to 11 p m
7 Saturday (day)
8 Saturday (night)
9 Sunday (day)
10 Sunday (night)

D. The best way to inform me of campus activities is:

1 Campus newspaper
2 Bulletin boards
3 Radio/TV
4 Home mailings (monthly flyer)
5 Campus billboard
6 Classroom announcements
7 Campus TV monitors

E. I prefer to attend the following types of programs:

1 Art exhibits
2 Travel to "theme" parks
3 Movies
4 Dances
5 Lectures/speakers
6 Sports events
7 Plays
8 Pop music/concerts
9 Classical/symphonic concerts
10 Music, arts & crafts festivals

F. Theatrical presentation I prefer

1 Tragic drama
2 Comic drama
3 Musical comedy
4 Modern dance
5 Ballet
6 Opera
7 One act/experimental
8 Pop music concerts
9 Dinner theatre
10 Poetry reading

G. Musical concerts or dances I prefer

1 Rhythm/blues
2 Jazz
3 Bluegrass
4 Folk
5 Rock
6 Country & western
7 Reggae
8 Big band
9 Gospel
10 Disco

H. Movies I prefer

1 Comedies
2 Westerns
3 Science fiction
4 Musicals
5 Mysteries & horror
6 X-Rated
7 Foreign language
8 Family type G-rated
9 Classic
10 Children's movies

I. Athletic events I prefer

1 Soccer
2 Women's basketball
3 Tennis
4 Men's basketball
5 Softball
6 Volleyball
7 Golf
8 Baseball
9 Track
10 Intramurals

J. Speaker/lecturer presentations I prefer

1 Current events
2 Political
3 Comedy
4 Religious
5 Minority issues
6 Local issues
7 International issues
8 Scientific
9 Academic
10 Futuristic

K. Student Services I am most interested in

1 Career planning
2 Leadership development
3 Assertiveness training
4 Developing your potential
5 Tutoring services
6 Dealing with stress
7 Personal relationship counseling
8 Study skills
9 Orientation
10 Child care

L. Career planning services I am most interested in

1 Identifying my abilities
2 Discussing my interests
3 Clarifying my values
4 Choosing my career
5 Changing my career
6 Occupational information
7 Resume writing
8 Improving my self-concept
9 Finding work
10 Job interviewing

PART THREE - Circle Any or All Responses:

M. The clubs I am most interested in:

1 Accounting
2 Active Seniors
3 Antique Auto
4 Anthropology
5 Art
6 Bible Study
7 Big Brothers
8 Black Student Union
9 Bowling
10 Boxing
11 Campers
12 Campus Newspaper
13 Cheerleaders
14 Chorus
15 College Republicans
16 Computers
17 Concert
18 Concert Band/Symphonic Band
19 Drama
20 Economics
21 Exceptional Children
22 Film Production
23 Forensics
24 French
25 Frisbee
26 Gospel Choir
27 Handicapped Affairs
28 Health Ed & Service
29 History
30 Human Sexuality
31 International Students
32 Jazz/Stage Band
33 Literary Magazine
34 Martial Arts
35 Medieval/Dungeons & Dragons
36 Parks & Recreation
37 Philosophy
38 Photography
39 Psychology
40 Readers Theatre
41 Motorcycle
42 Ski
43 Slimnastics Aerobics
44 Spanish
45 Student Government
46 Student Program Board
47 Trap & Skeet
48 T V Production
49 Veterans
50 Women's Center
51 Young Democrats

N. I authorize release of this information to student groups for publicity and membership purposes ___Yes ___No

O. Would you be interested in part-time employment with the College? ___Yes___No

P. I would like to volunteer for community service ___Yes___No

Q. I would like to volunteer my services as a tutor ___Yes___No

R. I am interested in travel for academic credit ___Yes___No

S. As a technical and career education major, I would be interested in receiving information on the cooperative education program (curriculum related work experience) ___Yes___No

T. How did you hear about the College?

1 College publication mailed to my home
2 College publication obtained at my place of business
3 Newspaper advertisements or articles
4 Radio or TV commercials
5 High school teachers or counselors
6 Friends or family members
7 A visit to the campus
8 Insert in high school newspaper or magazine

WHITE COPY: Registrar
YELLOW COPY: College Activities
PINK COPY: Student

9-14-83

STUDENT INTEREST QUESTIONNAIRE

Please complete this questionnaire before you pick up your Photo I.D. Your responses will help to make sure that activities are planned with your interests in mind.

Fill in your name, address, phone number and ID/Social Security number here, on this question form. Use the address that will allow you to receive timely information during the academic year.

Last name ______________________ **First name** ______________________ **MI** __________
Mailing Address ____
City ______________________________ **State** ______________________ **Zip** __________
ID/Social Security Number _ _ _ - _ _ - _ _ _ _ **Phone number** ____________________

Directions:

1. *Using a #2 pencil , print your name and ID/Social Security number in the boxes on the answer sheet.*
2. *Fill in the oval corresponding to the letter or number you entered in each box. (DO NOT fill in more than one oval in each column)*
3. *Fill in your responses to the questions on the answer form as directed in each section of the questionnaire.*

SECTION ONE

Fill in your responses for Section One in the Special Code area of the answer sheet, next to your ID number.

K. Status (Special Code K)

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Graduate student
6. Professional student

L. College (Special Code L)

1. LAS
2. Business
3. Engineering
4. Health Sciences (i.e Med., Dent., Pharm., etc.)
5. Education
6. Public Health
7. Social Work
8. Architecture, Art, & Urban Planning
9. Graduate College

SECTION TWO

For these questions fill in oval #1 for yes and oval #2 for no for each numbered item.

I would like programs and activities to occur during...

1. Before 10 a.m.
2. 10 a.m. to 12 noon
3. Noon to 1 p.m.
4. 1 to 3 p.m.
5. 3 to 5 p.m.
6. 5 to 7 p.m.
7. 7 to 11 p.m.
8. Saturday (day)
9. Saturday (night)
10. Sunday (day)
11. Sunday (night)

Yes = Oval #1
No - Oval #2

The best way to inform me of campus activities is...

12. Campus newspaper
13. Bulletin boards
14. Radio
15. Home mailings
16. Classroom announcements
17. Banners on campus

Yes = Oval #1
No - Oval #2

I'd like to attend the following types of programs at UIC:

18. Athletic events
19. Dances
20. Contemporary music concerts
21. Films
22. Career fairs
23. Art exhibits
24. Classical music concerts
25. Theatre performances
26. Dance performances
27. Comedy
28. Jazz concerts
29. Lectures/speakers

Yes = Oval #1
No - Oval #2

Movies I would attend at UIC:

30. Comedies
31. Westerns
32. Science fiction
33. Musicals
34. Mysteries
35. Horror
36. Foreign
37. Classic
38. Action/adventure
39. Dramatic
40. Family type, G-rated

Yes = Oval #1
No - Oval #2

TURN OVER AND COMPLETE SIDE 2

Athletic events I would attend at UIC:

41. Women's basketball
42. Men's Basketball
43. Baseball
44. Softball
45. Volleyball
46. Hockey
47. Gymnastics
48. Swimming

Yes = Oval #1
No - Oval #2

I'd like to participate in...

49. Aerobics
50. Camping, backpacking, hiking
51. Biking
52. Horseback riding
53. Sailing
54. Canoeing
55. Windsurfing
56. Cross Country skiing
57. Downhill skiing
58. Frisbee
59. Sight seeing
60. Bowling
61. Mini-triathalon
62. Body-building
63. Golf outing

Yes = Oval #1
No - Oval #2

Intramural sports that I'd like to participate in:

64. Tennis
65. Flag football
66. Soccer
67. Volleyball
68. Badminton
69. Basketball
70. Table tennis
71. Racquetball
72. Innertube Water Polo
73. Wrestling
74. Floor hockey
75. Softball
76. Pickle Ball

Yes = Oval #1
No - Oval #2

Types of clubs/organizations that I'm most interested in...

77. Residence hall (RHA)
78. Student government
79. Ethnic organizations
80. Cultural groups
81. Language clubs
82. Pre-professional groups
83. Political
84. Special interest
85. Campus Union Board
86. Dining Services Committee
87. Student Activities Fee Committee
88. Retail Operations Committee
89. Military organizations
90. Fraternities/Sororities
91. Religious groups
92. Sports clubs
93. Performing arts/literary groups
94. Concerts & Special Events committee
95. Fashion Show committee
96. Writers' committee
97. Fine Arts committee
98. Films committee
99. Art Exhibits committee
100. Student leadership committee
101. Alcohol education committee
102. Community service

Yes = Oval #1
No - Oval #2

Types of cultural programs I'm interested in...

103. American Indians
104. Asians
105. Blacks
106. Gays/Lesbians
107. Hispanics
108. International students
109. Persons with disabilities
110. Women

Yes = Oval #1
No - Oval #2

Arts and crafts that I'm interested in...

111. Jewelry making
112. Knitting and crocheting
113. Ceramics
114. Stained glass
115. Silk screening
116. Photography
117. Quilting
118. Calligraphy
119. Woodworking

Yes = Oval #1
No - Oval #2

I'd be interested in attending a workshop or receiving info on...

120. Alcohol/drug awareness
121. Academic counseling
122. AIDS
123. Apartheid in South Africa
124. Career Planning
125. Acquaintance rape
126. Weight loss/fitness
127. Motivating volunteers
128. Leadership skills
129. Assertiveness training
130. Time management
131. Stress management
132. Health and wellness
133. Death and dying
134. Campus security
135. Self defense
136. Safe sex
137. Environmental issues
138. World issues

Yes = Oval #1
No - Oval #2

SECTION THREE

Fill in the oval corresponding to your choice for each numbered item.

139. I would be more likely to attend events at UIC if babysitting was available...

A. free of charge
B. at a nominal cost
C. N/A - don't need babysitting

140. I authorize release of this information to student groups for mailing lists and membership purposes.

A. Yes
B. No

141. Would you be interested in part-time employment at UIC?

A. Yes
B. No

Please check the accuracy of the ovals you have filled in. Erase any errors completely. Return the completed questionnaire and answer sheet to receive your student ID card. Thank you.

Campus Unions
UIC THE UNIVERSITY OF ILLINOIS AT CHICAGO
CHICAGO CIRCLE CENTER · CHICAGO ILLINI UNION

STUDENT INTEREST INVENTORY REPORT - 1989
(in rank order)

2320 responses received via New Student Orientation

STATUS	NUMBER	PERCENTAGE
Freshmen	1472	63%
Sophomore	257	11%
Junior	311	13%
Senior	35	2%
Grad Student	11	0%
Professional Student	3	0%
COLLEGE		
LAS	1192	51%
Business	351	15%
Engineering	324	14%
Architecture/Art/Urban Planning	145	6%
Health Sciences	52	2%
Education	12	1%
Graduate College	4	0%
Social Work	3	0%
Public Health	1	0%
TIMES PREFERRED FOR EVENTS		
10:00 a.m. - 12:00 noon	1479	64%
Noon - 1:00 p.m.	1402	60%
1:00 - 3:00 p.m.	1304	56%
Saturday (day)	1050	45%
3:00 - 5:00 p.m.	933	40%
Before 10:00 a.m.	920	40%
Sunday (day)	708	31%
7:00 - 11:00 p.m.	696	30%
5:00 - 7:00 p.m.	695	30%
Saturday (night)	691	30%
Sunday (night)	432	19%
BEST WAY TO INFORM		
Home mailings	2081	90%
Campus newspaper	1748	75%
Classroom announcements	1675	72%
Banners on campus	1542	66%
Bulletin boards	1326	57%
Radio	760	33%
I'D LIKE TO ATTEND ...		
Comedy	1906	82%
Athletic events	1789	77%
Films	1695	73%
Career fairs	1508	65%
Dances	1490	64%
Theatre performances	1463	63%
Contemporary music concerts	1426	61%
Art exhibits	1329	57%
Dance performances	1223	53%
Lectures/speakers	1131	49%
Jazz concerts	918	40%
Classical music concerts	894	39%

	NUMBER	PERCENTAGE
MOVIES I WOULD ATTEND ...		
Comedies	2147	93%
Action/adventure	2029	87%
Mysteries	1823	79%
Horror	1631	70%
Dramatic	1580	68%
Science fiction	1580	68%
Classic	1173	51%
Musicals	1018	44%
Family type, G-rated	870	38%
Foreign	775	33%
Westerns	535	23%
ATHLETIC EVENTS I WOULD ATTEND ...		
Men's basketball	1470	63%
Volleyball	1343	58%
Hockey	1336	58%
Gymnastics	1174	51%
Baseball	1042	45%
Swimming	967	42%
Softball	943	41%
Women's Basketball	711	31%
I'D LIKE TO PARTICIPATE IN ...		
Biking	1267	55%
Horseback riding	1264	54%
Sailing	1211	52%
Bowling	1117	48%
Camping, backpacking, hiking	1100	47%
Downhill skiing	1096	47%
Sight seeing	1083	47%
Canoeing	1041	45%
Aerobics	920	40%
Frisbee	918	40%
Body-building	908	39%
Windsurfing	862	37%
Cross Country skiing	791	34%
Golf outing	631	27%
Mini-triathalon	534	23%
INTRAMURAL SPORTS I'M INTERESTED IN ...		
Volleyball	1314	57%
Softball	1080	47%
Tennis	947	41%
Flag football	847	37%
Racquetball	818	35%
Basketball	785	34%
Table tennis	776	33%
Badminton	751	32%
Floor hockey	686	30%
Soccer	625	27%
Inertube Water Polo	501	22%
Pickle ball	358	15%
Wrestling	299	13%

TYPES OF CLUBS/ORGANIZATIONS I'M INTERESTED IN ...

Pre-professional groups	1088	47%
Special interest	1059	46%
Sports clubs	1038	45%
Fraternities/Sororities	989	43%
Concerts & Special events committee	973	42%
Ethnic Organizations	732	32%
Cultural groups	729	31%
Student government	706	30%
Community service	701	30%
Fashion show committee	677	29%
Student leadership committee	670	29%
Performing arts/literary groups	657	28%
Films committee	656	28%
Language clubs	648	28%
Fine Arts committee	557	24%
Art exhibits committee	553	24%
Political	551	24%
Alcohol education committee	467	20%
Residence Hall Association	455	20%
Writers' committee	424	18%
Student activities funding committee	391	17%
Campus Union Board	369	16%
Religious groups	335	14%
Retail Operations Committee	318	14%
Military organizations	220	9%
Dining Services Comittee	203	9%

TYPES OF CULTURAL PROGRAMS I'M INTERESTED IN ...

International students	887	38%
Women	809	35%
Persons with disabilities	487	21%
Asians	474	20%
Hispanics	401	17%
Blacks	348	15%
American Indians	346	15%
Gays/lesbians	115	5%

ARTS AND CRAFTS I'M INTERESTED IN ...

Photography	1334	58%
Woodworking	670	29%
Calligraphy	639	28%
Ceramics	625	27%
Jewelry making	576	25%
Stained glass	543	23%
Silk screening	522	23%
Knitting and crocheting	294	13%
Quilting	217	9%

I'D BE INTERESTED IN ATTENDING A WORKSHOP OR RECEIVING INFO ON ...

Career planning	1486	64%
Self defense	1249	54%
Academic counseling	1225	53%
Time management	1143	49%
World issues	1105	48%
Leadership skills	1080	47%
Weight loss/fitness	1028	44%
Stress management	1007	43%
Health and wellness	957	41%
Environmental issues	911	39%
Assertiveness training	849	37%
Campus security	660	28%
Safe sex	634	27%
AIDS	624	27%
Alcohol/drug awareness	588	25%
Apartheid in South Africa	584	25%
Motivating volunteers	568	24%
Death and dying	506	22%
Acquaintance rape	488	21%

I WOULD BE MORE LIKELY TO ATTEND EVENTS AT UIC IF BABYSITTING WAS AVAILABLE

don't need	2036	88%
at a nominal cost	112	5%
free of charge	86	4%

I AUTHORIZE RELEASE OF THIS INFO ...

yes	1984	86%
no	250	11%

INTERESTED IN PART-TIME EMPLOYMENT AT UIC ...

yes	1348	58%
no	847	37%

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Glossary

Advertising: Any paid form or presentation and promotion of ideas, goods or services.

Benefit bundle: A group of characteristics that a user seeks in a product or service.

Concentrated marketing: A marketing strategy that aims for one or a small number of market segments.

Demand: The amount of any product/service that consumers will purchase during a stated time period. The demand will vary as the price changes.

Demographics: Variables used to group people into segments such as age, sex, class, residence, major, etc.

Driving force: The prime concern for the year which will drive everything the organization does.

Focus group: A small group of users (usually 8–12) brought together to discuss a product, program, or service. The group's purpose is to obtain firsthand evidence of user satisfaction and opinions of actual users.

Life-cyle: A product or service's growth from its beginning to peak, followed by its decline and eventual withdrawal from the market.

Loss leader: A promotional item purposely priced low so that it will draw customers into the store with the hopes of encouraging them to make other purchases at the same time.

Marketing mix: The particular blend of controllable marketing variables that is used to achieve an objective or reaching specifically targeted markets.

Market orchestration: When planning the delivery of the same product or service to different markets, the act of deciding which segments to include in your marketing efforts.

Market penetration: A pricing strategy designed to get the product as deeply into the market as possible, establish brand loyalty, and keep two steps ahead of the competition.

Market segmentation: The act of dividing a market into distinct and meaningful groups of consumers who might merit separate products and/or marketing mixes.

Market share: A common alternative to measuring sales performance by comparing your performance in comparison to your competition; your share of the total sales in a particular market.

Marketing: The analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offerings in terms of the targeted markets' needs and desires and on using effective pricing, communication, distribution, motivation, and service.

Merchandising: Sales promotion as a comprehensive function including market research, development of new products, and effective advertising and selling.

Mission statement: The scope and purpose of the organization in a concise, narrative format.

Opinion leaders: Influential people whom the members of your market look to in forming their opinions and purchasing decisions. On a college campus they most frequently include seniors, key student leaders, resident assistants, and faculty.

Positioning: Placing the service or product in the mind of the prospect. The art of developing and communicating the uniqueness of one's offerings in comparison to those of the competition serving the same market.

Product differentiation: Promoting the real or supposed differences between your product and the competition.

Product item: A distinct item within a line of products that is distinguishable by size, appearance, price, or some other attribute.

Product line: The products within a product mix that are closely related by virtue of their content or their target audience.

Product mix: The set of all product lines, programs, services, and facilities that a union makes available to students, faculty, staff, alumni, and visitors.

Promotions: The coordination of all seller-initiated efforts to set up channels of information and persuasion to facilitate a transaction or use.

Promotional pricing: Low prices offered as the major advantage of a particular product or service.

Psychographics: Personality factors such as community involvement, health behaviors, leisure activities, etc., used to group people into market segments.

Public relations: A management function which evaluates public attitudes, identifies the policies of the organization or individual with the public interest, and executes a program of action to earn understanding and acceptance.

Publicity: The stimulation of demand for a product, service or program by planting significant news about it in a published medium, or obtaining free positive press about it on radio, TV, or in the newspaper.

Reliability: The extent to which the data represents results that would be the same if the study were repeated.

Satisfaction level: The extent to which a person has experienced an outcome that has filled his or her expectations.

Sales promotion: Short-term incentives to encourage purchase or sales of a product or service.

Strategy: The framework of definitive critical activities resulting from the planning process.

Target marketing: Selecting one or more of the market segments, focusing on these segments, and developing market offerings and marketing mixes tailored to meet the needs of each target market.

Test marketing: The process of testing a product or service under actual conditions.

Validity: The extent to which the data measured what it was supposed to measure.

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END

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